



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

COLLEGE OF HUMANITIES

**The representations of contemporary legislation in South African Grade 12
Business Studies textbooks**

By

Thandokuhle Prince Magwanyana

(213570702)

Thesis presented in fulfilment of the requirements for the degree of

**DOCTOR OF PHILOSOPHY
at
UNIVERSITY OF KWAZULU-NATAL**

**School of Education
Social Science (Commerce Education)**


**SUPERVISORS: Dr J Ramdhani (Main Supervisor)
Dr M Mtshali (Co-supervisor)**

2023


Declaration

I, Thandokuhle Prince Magwanyana, declare that this dissertation is my own work.

1. This thesis has not been submitted for any degree or examination at any other university.
2. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
3. This thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other fieldworkers. Where other written sources have been quoted, then:
 - a) Their words have been rewritten but the general information attributed to them has been referenced.
 - b) Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
4. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged and the source being detailed in the dissertation and in the references section.


Student signature

28/03/2023
Date


Supervisor signature

28/03/2023
Date


Co-supervisor's signature

28/03/2023
Date

DEDICATION

I dedicate this dissertation to my darling parents:

Velanokwakhe-kwabakubo and Bonisiwe Magwanyana

Whose love and admiration have inspired me to continuously strive for success.

ACKNOWLEDGEMENTS

This study would not have been completed without the invaluable assistance and support of the following people:

I would like to first give thanks to **Almighty God**, who is the **Father, Son and Holy Ghost**, for protection of my life and providing me with the wisdom to complete this study.

- My utmost gratitude needs to firstly be expressed to my conscientious and knowledgeable supervisors, Dr J Ramdhani and Dr M Mtshali, for their support, efficiency and constructive criticism throughout my study.
- I also extend my appreciation to UKZN, Dean of School of Education, under the Humanities, University cohort team, Research Higher Degrees Edgewood team and the academics for their time, wisdom and assistance with the thesis. I am truly grateful for your help with improving the study.
- To my loving wife, Sidleni Manyonyo, words cannot express the gratitude I have for you. Thank you for your patience and motivation. Your advice and constant motivation kept me on track. Despite my frequent tantrums due to stress, you supported and encouraged me. Your sacrifices have not gone unnoticed.
- My parents, Velaphi and Bonisiwe for their guidance and support.
- My children, Sinakhokonke, Ngcweti, Zimile-Izethembiso, Simingezwi and Phathizwi, for being inspiration in my course
- My siblings, Philisiwe, Hlengiwe, Mhlonishwa and Khayelihle, for guiding me when I lost my sense of direction along the way.
- Mfundisi Ndlovu (Egoli) for praying for me in difficult times.
- Lastly, I am also grateful to my extended family, friends, colleagues and all people who contributed to this study directly or indirectly for their love and support during my studies. Thank you all for your words of motivation and encouragement.

LIST OF ACRONYMS AND ABBREVIATIONS

BBBEE	Broad-Based Black Economic Empowerment
BCEA	Basic Conditions of Employment Act
BMS	Business and Management Studies
CA	Companies Act
CAPS	Curriculum Assessment Policy Statement
CDA	Critical Discourse Analysis
CPA	Consumer Protection Act
CT	Critical theory
DoE	Department of Education
EEA	Employment Equity Act
FET	Further Education and Training
ILO	International Labour Organisation
LRA	Labour Relations Act
MAK	Makhosonke
MAN	Manyonyo
MBE	Mbedu
MHL	Mhlaluka,
NCA	National Credit Act
NGW	Ngwekazi,
RSA	Republic of South Africa
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
US	United States
VEL	Velanokwakhe

ABSTRACT

The purpose of the study was to analyse the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. Critical discourse analysis (CDA) was used as a contemporary theoretical approach to qualitative research with a view to examining the use of words and sentences. Employing a qualitative approach allowed for the extraction of rich data from the diverse meanings that different textbooks assign to current legislation, as portrayed in Grade 12 Business Studies textbooks. Qualitative research is unrestricted and adaptable.

The study employs Critical Theory (CT) to demonstrate how bureaucratic, cultural, and social power in society influence the representations of legislation, such that what may be known about legislation is subjectively shaped by the values and social positioning of the dominant group. The main focus of this study is CDA, a social analysis programme that examines discourse critically; in other words, how language is used to address social change. The analytical tools used in the study were “Omission”, “Insinuation”, “Presupposition”, “Modality”, “Topicalisation”, “Foregrounding”, “Register” and “Connotation”, as employed by (Huckin, 1997, 91, 93; McGregor, 2003, 4-6). Findings from the analysis of six South African Grade 12 Business and Studies textbooks indicate that the use of power is still embedded in the written words, to maintain control of society by those in the elite. The findings also indicated that school textbooks lack neutrality.

The implications of the findings suggest that the South African Grade 12 Business Studies textbooks are overwhelmed with issues of power and control and hidden messages, even though no explicit linguistic features are articulated at the surface level. Awareness must be raised among policymakers, textbook creators, textbook users, facilitators, teachers, and schools, to make power relationships and social group illustrations in textbooks more reasonable. Grade 12 Business Studies teachers treat school textbooks used in the classroom as if they are neutral. However, there is a need for teachers to critically engage with school textbooks and to examine how and why specific texts are written or presented in particular ways. Grade 12 Business Studies teachers, in collaboration with subject specialists, scholars, and policymakers, must examine school textbooks.

Keywords: Business Studies; textbook; Grade 12; representation; power; Critical Discourse Analysis, Critical Theory

Contents

CHAPTER ONE	1
INTRODUCTION TO THE STUDY	1
1.1 Introduction	1
1.2 Brief motivation and background	1
1.3 Problem statement	3
1.4 Rationale for the study	5
1.5 A brief review of the literature	6
1.5.1 The concept of 'legislation' and what it entails	6
1.5.2 Theories of legislation	7
1.5.3 Discourses on legislation.....	8
1.5.4 Business studies is taught and learned as a subject	8
1.5.5 The role of textbooks	9
1.5.6 The role of school textbooks.....	11
1.5.7 Studies conducted in textbook analysis.....	12
1.6 Location of the study	13
1.7 Purpose, objectives and research questions	13
The objective was channelled by the following essential objectives:.....	13
1.8 Research methods / approach to the study	14
1.8.1 Qualitative approach.....	14
1.8.2 Critical Theory	14
1.8.3 Critical Discourse Analysis.....	15
1.8.4 Reflexivity.....	16
1.9 Overview of the dissertation.....	16
The structure of this study encompasses seven chapters, as outlined below.	16

1.10	Summary of chapter one	18
CHAPTER TWO		19
THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE		19
2.1	Introduction	19
2.2	Theorisation of representation.....	19
2.3	Theoretical framework	20
2.3.1	Critical Theory	23
2.4	The concept of 'legislation' and what it entails	31
2.5	Theories on legislation	32
2.6	Discourses on legislation.....	34
2.7	Discourses in labour legislation	35
2.8	Contemporary legislation in Republic of South Africa	37
2.8.1	The Basic Conditions of Employment Act (No. 75 of 1997), as updated	38
2.8.2	The Employment Equity Act (No. 55 of 1998), as updated.....	38
2.8.3	The Broad-Based Black Economic Empowerment Act (No. 53 of 2003), as updated.....	39
2.8.4	The Labour Relations Act (No. 66 of 1995), as updated	42
2.8.5	The National Credit Act (No. 34 of 2005), as updated	43
2.8.6	The Consumer Protection Act (CPA) (No. 68 of 2008), as updated	44
2.9	The study of business is a subject that is taught and learned. at schools	45
2.10	The role of textbooks	46
2.11	School textbooks.....	47
2.12	Studies conducted on textbook analysis.....	49
2.13	The macro environment of business	53
2.14	Summary of chapter two	54

CHAPTER THREE:	55
RESEARCH DESIGN AND METHODOLOGY / METHODOLOGICAL APPROACH	55
3.1 Introduction	55
3.2 Qualitative approach.....	55
3.3 Critical discourse analysis	56
3.5 Reflexivity.....	64
3.6 Sampling technique	65
3.7 Limitations of the study	70
3.8 Process of CDA analysis.....	70
3.9 Compliance with ethical issues	76
3.10 Positionality of the fieldworker	77
3.11 Summary of chapter three.....	79
CHAPTER FOUR	81
PRESENTATION OF DATA: INSTRUMENTS OF REGISTER, CONNOTATION AND MODALITY	81
4.1 Introduction	81
4.2 Register	82
4.2.1 Compliance as a linguistic form	82
4.3 Connotation	87
4.4 Modality (instrument).....	91
4.4.1 Regulations.....	91
4.4.2 Compliance.....	99
4.4.5 Inclusion	106
4.4.6 Neoliberalism	109
4.5 Summary of chapter four	109

CHAPTER FIVE	110
PRESENTATION OF DATA: INSTRUMENTS OF TOPICALISATION AND FOREGROUNDING/BACKGROUNDING	110
5.1 Topicalisation	110
5.1.1 Styling regulations using the technique of topicalisation	111
5.1.2 Compliance.....	119
5.2 Foregrounding/backgrounding (instrument).....	124
5.2.1 Regulations.....	125
5.4 Summary of chapter five.....	127
CHAPTER SIX.....	129
PRESENTATION OF DATA: OMISSION, PRESUPPOSITION AND INSINUATION	129
6.1 Introduction	129
6.2 Omission.....	129
6.3 Presupposition	136
6.4 Insinuation	148
6.5 Summary of chapter six	149
CHAPTER SEVEN	150
FINDINGS, RECOMMENDATIONS, DISCUSSIONS AND	150
CONCLUSIONS.....	150
7.1 Introduction	150
7.2 Compliance as a linguistic form	151
7.3 Styling Regulations using the technique of topicalisation	153
7.4 Inclusion	164
7.5 Neoliberalism	165
7.6 A recap of each chapter	166
7.6.1 Chapter one: Introduction to the study.....	166

7.6.2	Chapter two: Literature review.....	166
7.6.3	Chapter three: Research Design and Methodology / Methodological Approach	168
7.6.4	Chapter Four: Presentation of data: Register, connotation and modality	170
7.6.5	Chapter five: Presentation of data:.....	172
	Topicalisation, and foregrounding/backgrounding	172
7.6.6	Chapter six: Presentation of data: Omission, presupposition and insinuation	172
7.7	Purpose, objectives and research questions	174
	The objectives were as follows:	174
7.8	Model of the study.....	175
7.9	Implications of the study.....	176
7.10	Recommendations	177
7.11	Limitations of the study	178
7.12	Conclusion.....	178
	References	180
	Appendix A: Ethical clearance.....	220
	Appendix B: Editing certificate.....	221
	Appendix C: extractions from chapter: five	222
	Appendix D: extractions chapter: Chapter six	235
	Appendix E: RAW Data for collection on Topicalisation instrument	257
	Appendix F: Mini cohort meeting invitation	262
	Appendix G: Mini cohort meeting invitation	263
	Appendix H: Mini cohort meeting invitation	264
	Appendix I: Mini cohort meeting invitation.....	265
	Appendix J: Turnitin originality report.....	266

Figure 1: Framing elements in analysis of Grade 12 Business Studies textbook wording and sentences. 75

Figure 2: Model for framing elements in analysis of Grade 12 Business Studies textbook wording and sentences 175

Table 1: Sample of Six English Business Studies Textbooks Grade 12..... 68

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study seeks to analyse the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. The chapter provides motivation/background information which is critical to situating the problem, presents the rationale for the study, a brief overview of the literature, location of the study, and the research objectives and questions underpinning the study. The research methods/approach to the study are briefly discussed, and the chapter concludes with an outline of the chapters that structure this dissertation.

1.2 Brief motivation and background

One of the fields of study in the Grade 12 Business Studies curriculum in the further education and training (FET) phase of the basic secondary school education is the macro business environment. This environment features environmental components that cannot be controlled by any business, irrespective of the nature and form of ownership. A number of variables are located in this environment, over which businesses cannot exercise complete global control, and one of these uncontrollable environmental variables is the legislation used to regulate society. This topic (legislation) is taught under the section macro environment, and teachers of Business Studies draw on prescribed textbooks to teach this particular section. The fieldworker was interested to establish what this section contained and how it was presented in these prescribed textbooks.

Legislation is considered to be the most significant tool used to regulate society, with the aim of protecting the country's inhabitants (Gloppen, 2019). The entitlements and obligations of ordinary people and administrative agencies are governed by such legislation. However, the legitimacy of any piece of legislation is embedded in the extent to which it is enforced on those who need to abide by it.

The word 'legislation' is used to describe the practice of formulating or ordaining and terminating a certain law in a scripted manner by a sphere of institutions set up to execute this practice; this sphere of institutions is known as the legislature (Porche, 2021). The legislature has the responsibility to ensure that the legislation that is dispensed is both compatible with the country's constitution and discharged with a properly precise comprehension of the issues at stake (Van Vechten, 2021).

A properly organised and productive country requires legislation (Kotlinska et al., 2021). As soon as citizens are required to follow the law, it begins to work and produce genuine outcomes. Legislation without intention – as it manifests in scenarios where regulation is not complemented by the necessary enforcement – is worthless, and can best be described as an impediment to society (Schultz, 2017). This is one of the challenges facing South Africa's current state of legislation, where adherence to the requirements of a number of Acts is minimal, a case in point being the Companies Act (CA) (Schultz, 2017). This has led Schultz (2017) to suggest that harsher penalties be imposed in order to dissuade agent from continuously taking advantage of the loopholes that often come with new legislation.

Republic of South Africa (RSA) also faces a challenge of poor-quality legislation being approved by members of the legislature (Ncube, Dube & Ward, 2021). While legislation is understood to have become highly technical as a result of the sophistications of a modern administration, it has to be understood from the perspective of what it hopes to achieve (Gloppen, 2019). Members of the legislature are not known for being experts in the field of lawmaking, but a rational effort on their part is expected, to rethink the consequences of constituting the legislation in terms of what it is meant to achieve. While it is probable that members of the legislature cannot comprehend the technicality of the laws pertaining to some economic and social matters, as public representatives they ought to pay more attention to the manner in which legislation is drafted, as this has the potential to compromise the country's most vulnerable (Dudley, 2022).

While RSA has introduced statutory measures in the field of labour legislation to address discriminatory policies and tendencies brought about by colonialism and formalised by the pre-1994 institutions, opportunities for meaningful work are excluded because this is not legislated

(Saliwa-Mogale, 2021). Legislation which has been instituted in RSA to address the problem of equity in the workplace faces immense criticism as implementation gaps and contextual complications inhibit the enhancement of quality employment in the regulated sector. Moreover, there is no piece of legislation that regulates equitable wage apportionment and access to benefits, as issues relating to equity and fairness in the workplace are mediated through the Employment Equity Act (EEA) (Red & Teng-Calleja, 2021).

This study therefore seeks to analyse the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. The problem being focused on here relates to the idea that the manner in which contemporary legislation in RSA is drafted – and hence represented in South African school textbooks – is complicated, and hence has the capacity to negatively impact on incapacitated members of our society.

1.3 Problem statement

They have been studies that focused on textbook analysis (Ngwenya & S'khumbuzo, 2020; Ramdhani & Maistry, 2020; Naidoo, 2015; Dhanraj, 2018; DAVID, 2018; Pillay; 2017; Hutchinson; 2020; Moodley, 2020; Saher, 2020; Sleeter & Grant, 2017; Loewen, 1995; Hong et al., 2019; Gills & Morgan, 2020; Vasquez, Janks & Comber, 2019; Tyarakanita et al., 2021). This study is different because it focuses within Business Studies curriculum at a school level. Moreover, in the context of Grade 12 South African education which are the representations of contemporary legislation.

Textbooks talk about what are the societal norms and expectations on learners how they should conduct themselves in the society (UNESCO, 2006). These norms and expectations vary from society to society. From the use of textbooks learners are creating meanings from themselves in terms of how learners want to participate in the society itself. Textbooks are therefore regarded as legitimate sources of knowledge that can be conveyed in the classroom as proposed by the curriculum (UNESCO, 2006). This has been corroborated by Wynter et al., (2019) who argued that for a very long time, school textbooks have been acknowledged as essential tools for teaching learners in schools all around the world. School textbooks remain crucial instruments

even in today's classrooms. At the end of the day this words from the textbooks now they can influence learners when studding legislation since they we develop by a particular knowledge on the legislation in the business sector and drawing from the words, maybe diagrams, assessments that are contained in Grade 12 Business study textbooks. However, words, whether spoken or written, have the power to influence how others perceive the world (Rahmadhanti, Simanjuntak & Sihombing, 2022).

Textbooks in schools will continue to be a powerful tool (Haleem et al., 2022). There is no reason to conceive a modern educational system where school textbooks do not play a crucial part because they may perhaps be the most effective teaching tools yet created. The school textbook, is frequently the only resource used to teach a particular subject.

Scholars have argued that school textbooks carry hidden ideologies (Apple, 2018). Despite the fact that many school textbooks have been revised, they are still replete with mistakes and other false material (Noddings, 2017). It appears that businesses choose school textbook authors without checking their work for quality or suitability for classroom usage. School textbooks are used to spread a society's political and social standards in addition to imparting knowledge (Meyer, Kamens & Benavot, 2017). Hence, school textbooks can spread propaganda and political beliefs in addition to facts. This can deprive learners of knowledge and impede their ability to study.

The issue at hand is that current RSA legislation is written in a convoluted manner, and as a result, portrayed in South African Grade 12 Business studies school textbooks the way it is written. This complexity has the potential to have an unfavorable effect on society's gullible citizens. Business Studies teachers, users of Business Studies textbooks and facilitators of Business Studies need to be aware of the linguistic spheres of influence employed in the manner in which the phenomenon 'legislation' is conceptualised and represented in the Grade 12 Business studies textbooks. What is being relayed in the written texts should not be taken at face value.

1.4 Rationale for the study

As a secondary school Business Studies teacher I have noted that the topic ‘legislation’ is represented in diverse ways in different Grade 12 textbooks. Various pieces of legislation that are embedded in this topic are also represented in ways that are notably ambiguous. The rationale for this study therefore derives from the personal and professional interests of the fieldworker. Although research has been conducted in the disciplines of Accounting, Business Management, Economics, Mathematics, Physical Science, History, Social Science Studies and Literacy in secondary schools, there is no research as yet (according to the search engines Google Scholar and EBSCOhost) that has been conducted on the representations of contemporary legislation in South African Grade 12 Business Studies textbooks as a chosen area of focus.

Reflecting on the fieldworker’s professional development, such a study can be valuable for authors of textbooks for Grade 12 Business Studies, schools which offer Business Studies as a subject for learning and teaching, the professional development of teachers, policy makers for Business Studies, teachers, users of Business Studies textbooks and facilitators of Business Studies to be conscious that there is no universal or single truth. Critical scholars believe that research is not value-free, as the goal of the fieldworker is to dynamically challenge interpretations and values in order to bring about real change. Critical theory (C T) might be seen as akin to confronting knowledge blindness (Sauerbronn et al., 2021), as it poses the paramount question of what knowledge is intrinsically worthwhile. This study seeks to explore whose interests are served by education: does the Grade 12 Business Studies textbook function to reproduce inequalities and maintain the status quo? The purpose of research from a CT perspective is not merely to report upon but to change the status quo (Adorno & Bernstein, 2020). The purpose of this study was to conduct a critical discourse analysis of what the representations of contemporary legislation are, and how and why these representations are devised in the way they are in South African Grade 12 Business Studies textbooks.

CT seeks to challenge the reproduction of inequalities and challenges dominant discourses. Furthermore, it argues for the emancipation of those who are affected by the manner in which a dominant discourse (textbooks) is designed. Moreover, critical research believes that words cannot be separated from their context, and can be explained by the context in which they are

used. In this sense critical theories aim to look beneath the surface of social life and discover the suppositions that keep human beings from a full and true comprehension of how the world functions.

This work is significant due to the increasing interest of learners undertaking Business Studies from Grade 10 to 12 as one their elective subjects in the South African context (Kaka, 2021). The study employs critical discourse analysis (CDA) as a tool to analyse the representations of contemporary legislation in South African Grade 12 Business Studies textbooks, to determine how the topic is positioned in the sample text, and whose interests are being served by this positioning.

1.5 A brief review of the literature

This section gives a brief account of the literature on the topic that was reviewed, drawing on scholarly work published nationally and internationally. The literature review begins with an account of the concept of ‘legislation’ and what it entails, followed by a discussion of theories/models on legislation.

1.5.1 The concept of ‘legislation’ and what it entails

Legislation (rule) refers to written law that is carried out by people who are permitted by the Constitution to do so (Loveland, 2018). Moreover, it refers to the procedure of creation or executing and repealing a positive law in written form, by institutions constituted to perform this procedure, namely the legislature (Huang, 2018). In the South African context, we have national legislation that is passed by national institutions, and provincial legislation that is passed by provincial institutions. However, both national and provincial institutions are expected to act in good faith in the interest of the country’s citizens. In the United States of America (USA) legislation includes not only action by Parliament, but contributions made by the Executive (Maioni, 2020). Moreover, unanimity by the Executive is mandatory to make legislation successful, except where the exercise of a veto is nullified by enough of a majority of each house of parliament (Kelso, 2019).

1.5.2 Theories of legislation

The study explores the following statutory theories that deal with procedures by which courts of law describe and apply legislation (Scalia, 2018). The words of a statute often have a basic and unequivocal message (Waxman & Peleg, 2020), but a certain amount of clarification is frequently essential when a case includes a statute. However, in several cases there is some uncertainty or ambiguity regarding the words of the statute that must be worked out by the court judge (Cross, 2020). To uncover the meanings of statutes, court judges employ different means and approaches to statutory interpretation, involving traditional standards of statutory interpretation, legislative history, and principle (Scalia, 2018). Additionally, in common law authority, court judges may use rules of statutory clarification to implement both legislation executed by Parliament and to authorise legislation such as administrative agency regulations (Kerwin & Furlong, 2018).

The first theory of legislation is the regulation of substantive area theory, which examines the communication of diverse law-making and law-enforcing structures that permit the current administrative state to control a specific economic or social activity (Cann, 2018). Moreover, substantive law is the set of laws that administers how members of a community are to act (Rose, 2017). This differs from procedural law, which is the set of actions for the creation, managing, and implementing of substantive law (Kostruba, Maydanyk & Luts, 2020). Additionally, substantive law outlines the obligations and privileges under public law (Nolan, 2018). However, if this theory seeks to regulate with a view to ascertain whether the way members of the community act (social activity) is in line with the country's laws (legislation), this raises questions as to its implications for contemporary legislation in RSA.

Introduction to legal methods as another theory is encouraged by the idea that hypotheses from and about statutes is now a central method of legal analysis (Feteris, 2017). It is a theory targeting the political process itself, involving the elective procedure, lobbying procedure, and thoughtful legislative procedure (Wise, 2017). Additionally, these central matters of law and democracy can be probed at a level of orthodoxy (Pildes, 2017). Clinical approaches to legislation is another theory, that teaches legislation as a clinical subject linking theory and practice (Akuffo, 2019). State and local institutions represent the last theory in teaching

legislation, aimed at provincial and local institutions (Ellwood, 2018). Most law is made and imposed at local level, and the political and legislative procedures work separately at that level.

1.5.3 Discourses on legislation

Legislation is derived from programmes disseminated by institutions and agencies (Kerwin & Furlong, 2018). Papers containing proposals and propositions (Green Papers and White Papers) have been the basis or origin of legislation. According to Coore-Hall (2020), legislation passes through several stages before becoming law. The passage of legislation can lead to a lengthy engagement process, since debates in favour of and against proposed motions might take years to conclude in some situations. It is possible that institutions and official bodies may need to conduct research and surveys to determine whether or not a new piece of legislation is required (Truex, 2020).

Even if the parliament were to meet continuously for 52 weeks a year, it is sometimes impossible for it to approve the necessary legislation to address a certain issue (Wren & Bedeian, 2020). This does not excuse withholding the capacity and worth of law that is required for a contemporary institution's correct performance, especially when immediate and proper action is required (Breyer, 2021). This dilemma is exacerbated by the fact that parliament cannot act quickly due to the time required to approve legislation, despite the fact that only administration employees have immediate insight into and experience with this reality (Sunahara, 2020). Giving the administration more legislative power could allow the institutions to act more quickly.

1.5.4 Business studies is taught and learned as a subject

Business Studies is a subject that trains learners for the demands of the 21st century by initiating them into the universe of businesses. Moreover, Business Studies is an academic subject that forms part of the school and university curriculum in various countries around the world. Umezulike and Okoye (2013) consider Business Studies to be a pivotal representative of monetary and innovative growth necessary to extend human ability. Business Studies merges aspects of economics, purchasing, accounting, and organisational studies (Bell, Bryman & Harley, 2018). The subject falls under the ambit of Social Sciences Studies, facilitating the comprehensive study of diverse and distinctive features such as finance, accountancy, marketing,

human resources administration, and organisation (Carracedo, Puertas & Marti, 2021; Shet et al., 2021). Business Studies is a subset of the larger subject of study known as Business and Management Studies (BMS). BMS is an economics philosophy discipline that focuses on the firm's economic theory (Kraus et al., 2020). This theory advocates that the firm has six components that operate as its fundamental functions, which need to be well managed (Benton, 2020): finance, marketing, purchasing, supply, human resources, and administration. The phenomenon under study, namely legislation, is taught under the topic 'Impact of recent legislation on business – response to demands for redress and equity and challenges of the market environment' (Department of Basic Education (DBE), 2011).

1.5.5 The role of textbooks

The role played by textbooks in this study is to transport the curricula across schools in RSA. Textbooks have been at the heart of teaching and learning in many diverse contexts. Textbooks are the educational tool that offers unambiguous and understood instruction as to what learners and teachers must do with the represented materials (de Araujo & Smith, 2021). Textbooks are accepted worldwide, and are likely to remain an appreciated instrument in the educational collection for teachers (Weninger, 2021). Textbooks are viewed as the essential channel for conveying information subject content to the learners. To ensure that education is effective, teachers base their lesson plans on the information provided in pupils textbooks (Ngwenya & S'khumbuzo, 2020).

The objective of textbook revision is to find out different political ideologies, economic structures and historical images that are influenced by stereotypes (Tyarakanita et al., 2021). Textbook analysis is done from different fields and perspectives. Textbooks are studied mainly as educational support material in and out of the classroom setting. Studies of textbook often takes an unequivocally critical viewpoint in analysing and highlighting unfairness, omissions and misinterpretation in the way they represent different characteristics of the worldview, especially through their use of language (Struch, 2019). Studies consider textbooks as curriculum selections, and a curricular reminder (Mandarani, Purwati & Santoso, 2021). Specifically, textbooks are analysed as depositories of shared meaning and knowledge about the worldview in

the curriculum. Logically, textbook tradition is mediated by the positioned interactions of the classrooms within which they are used by teachers and learners.

The power of textbooks relies in their use in curricula, which suggests that textbooks offer potential rather than definite opportunities to learning and teaching (Sen, 2020). Textbooks might be measured by opportunities, as they may answer questions and, for example, cover what learners would learn if they had to answer all of the activities in the textbook. The point of view that acknowledges textbook analysis examines only the possible implemented curriculum, not the definite implemented curriculum (Neuman & Danielson, 2021). The correlation of textbooks can affirm connection and distinctions in structuring educational backgrounds/situations and may suggest insights into the opportunities for learners to learn (Choy, Lee & Mizzi, 2020).

There are many resources in addition to textbooks which can arbitrate the relationship between the planned and the implemented curriculum. Scholars have displayed many mediating components that are involved in learning and teaching, including the: environment, classroom formations, standards, organisational, policy, teachers' way of life, and orientation (Min, Lee & Kubow, 2021; Pepe et al., 2021). Numerous attempts have been made to connect teaching and learning materials (involving textbooks) to learners' attainments (MacKay, Murray & Rhind, 2022).

The textbooks comprise numerous exercises organised into activities which learners are asked to execute in a particular way. The textbook tasks are the unit of analysis (Bakken & Andersson-Bakken, 2021). Textbook tasks are activities, exercises, or sets of exercises written with the intention of directing learners' attention to a particular suggestion. Textbooks may play a pivotal role in learning and teaching, and might also be another source of unfairness and injustice in education (Goodarzi & Weisi, 2020; Zahro, 2020). A study by Hadar (2017) found that textbooks present enough knowledge-demanding opportunities, and teachers may step back and allow the textbooks to do their work. However, in this study teachers cannot be replaced by textbooks, because textbooks have a possibility to produce single truth.

1.5.6 The role of school textbooks

The fieldworker discusses the biased nature of school textbooks in this part. The educational tools and resources used in classrooms have a pivotal role in influencing the next generation (Mukhamadovna, Sharipovna & Supkhonovna, 2020; Kravchenko et al., 2020), and textbooks in particular play a significant role in this capacity. In addition, school textbooks have to be viewed as indivisible from the public, connecting the intended curriculum to the curriculum that is implemented. The utilisation of school textbooks in both education and learning would ensure that the curriculum's goals are met and that the students understand the subject matter (Mpungose, 2020; Nasir, 2020).

However, school textbooks are also guarded by the social context (Nag Chowdhuri, 2020; Kipsat, Rotich & Omanga, 2021). The process of developing legal education and knowledge is fundamentally based on school textbooks, which are also a manifestation of historical knowledge, ideas, and socially significant concepts (Gills & Morgan, 2020; Lazer et al., 2021). Additionally, school textbooks embody financial and political power, cultural concessions, and political strife and provide a forceful interpretation of the curriculum in schools. In addition, persons who have real interests in the social, economic, and political management of markets, resources, and power develop, write, and edit school textbooks (Smith, 2020; Vasilev et al., 2020).

The subjective, cultural, and political influence of influential organisations is the foundation of school textbooks (Holliday, 2020). Through the promotion of a common viewpoint and the development of a shared memory of the past, they seek to enforce and emphasise traditional homogeneity (Jovchelovitch, 2019). It is hypothesised that rivalry between influential organisations, who see this as essential in the building of a collective national memory intended to meet specific social, monetary, ideological, and societal imperatives, leads to the creation of school textbook content (Qazi, 2020; Ball, 2021). The things to be taught are thoroughly described in school books.

1.5.7 Studies conducted in textbook analysis

Textbooks are important as pedagogical tools because they are used as a resource by teachers. However, studies point to the lack of neutrality of the discourse in the textbooks. A study by Ngwenya and S'khumbuzo (2020) found that teachers believe textbooks are insufficient in assisting them in directing and supporting learners in learning new subject knowledge and completing assessment tasks, even when textbooks are related with the curriculum in terms of themes covered. Teachers were forced to use other resources to make up for the flaws in the required textbooks since there was a lack of guidance and support in the textbooks (Ngwenya & S'khumbuzo, 2020). Moreover, the study recommended that extra prescribed textbooks must be purchased for learners at school. There have some studies on text analysis in commerce: EMS (Economic Management Sciences) textbook, Economics textbooks and Business Studies. The study by Moodley (2020) showed that school textbooks are valued as an integral instrument in the teaching-learning development of Mathematics.

Moreover, school textbooks are imperative resources for reading and are designed for learners to make and merge meaning. Moodley (2020) also indicated that school textbooks are designed to widen information, abilities and comprehension in Mathematics. School textbooks are not a collection of helpful resources, but guides for the learner which will support them in understanding the subject. Saher (2020) concluded that the school textbooks for higher secondary level do not meet the benchmark for essential skills growth, and that there were some gaps between the purpose of school textbooks and the curriculum. The study suggests the need for adequate training for the curriculum and school textbook creators to guarantee correlation between the national curriculum and school textbooks (Saher, 2020).

Sleeter and Grant (2017) examined 47 textbooks on Mathematics, Reading and Language Arts, Sciences, and Social Studies in use in different grades in the USA. Employing the following a priori types of picture analysis, story-line analysis, miscellaneous, those who were interested in studying analysis, language analysis, and anthology analysis examined how various American social classes, genders, disability groups, and races were treated. These writers looked at how different groups are portrayed to schoolchildren, how knowledge is chosen, and whether or not students are exposed to issues regarding repression and prejudice. They found that white people

monopolised textbooks, where the books transferred a picture of a mixture of diverse race groups living in racial conformity beneath white supremacy (Sleeter & Grant, 2017).

1.6 Location of the study

The study critically analysed the representations of contemporary legislation in South African Grade 12 Business Studies textbooks under 'Macro environment'. The fieldworker embarked on this study within Business Management Education with a view to critically analysing the representations of contemporary legislation in South African Grade 12 Business Studies textbooks under 'Macro environment'. Business Studies was one of the fieldworker majors in his undergraduate degree and the fieldworker is a business studies teacher and deputy head with a history in teaching Business studies in Grades 10 and 11 for the past nine of his 15 years of experience. The fieldworker participates in the teaching, marking, analysis, and evaluation of students work as well as their learning of Business Studies.

1.7 Purpose, objectives and research questions

The focus and purpose of the study was to analyse the topic of the representations of contemporary legislation in South African Grade 12 Business Studies textbooks.

The objective was channelled by the following essential objectives:

1. To explore the representations of the discourse on contemporary legislation in South African Grade 12 Business Studies textbooks.
2. To explore the extent to which contemporary legislation is represented in South African Grade 12 Business Studies textbooks.
3. To explore contemporary legislation as it is presented in South African Grade 12 Business Studies textbooks.

The following critical research questions were created to accomplish aforesaid objectives:

1. What are the representations of the discourse on contemporary legislation in South African Grade 12 Business Studies textbooks?
2. How is contemporary legislation represented in South African Grade 12 Business Studies textbooks?

3. Why is contemporary legislation represented in South African Grade Business Studies 12 textbooks in the way it is?

1.8 Research methods / approach to the study

1.8.1 Qualitative approach

A profoundly description of the representations of contemporary legislation in South African Grade 12 Business Studies textbooks would be made possible by a qualitative study, which would also allow the fieldworker to examine how the representations of contemporary law are presented and handled in the textbooks. A qualitative approach is a style of research that focuses on phenomena in their natural surroundings and offers understanding of particular facets of social life; its techniques produce words rather than numerical data for analysis (Mohajan, 2020). A group of methods known as qualitative research analyse data in the form of natural language and experiential expressions (Levitt et al., 2018).

A qualitative approach offers a rich, all-inclusive, and heavily contextualised descriptions. Adopting a qualitative approach to this study will enable the extraction of rich data from the meanings which different textbooks attach to contemporary legislation, as represented in Grade 12 Business Studies textbooks. Open and adaptable is qualitative research (Dyar, 2022) enables thoroughly knowledge of the realities that individuals experience through the words in textbooks. Thus, the qualitative approach can be used by the fieldworker to successfully elicit this data and enable a thorough understanding of how the representations of contemporary legislation are managed in South African Grade 12 Business Studies textbooks.

1.8.2 Critical Theory

This research will utilise critical theory, which is an institution of understanding that emphasises the testing and evaluation of humanity and traditions, gained from knowledge across the human and social sciences environment. CT has two separate definitions, one of which was developed in sociology and the other in more general scholarly criticism. The Frankfurt School, a school of analytical thought proposed by scholars like Herbert Marcuse, Max Horkheimer, Walter Benjamin, and Theodor Adorno, and which expanded in Europe in the 1930s, gave rise to CT

(Fuchs, 2016). It asserts that in society, social, financial, cultural, and bureaucratic power all contribute to the construction or production of truth (Inglehart, 2020). Because the values and social positions of the dominant groups in society determine what can be learned about the world, it is never objective (Alfaro & Bilbao-Nieva, 2022). This suggests that CT wants people to be aware from their oppressive circumstances. The fieldworker used CT as a whole as the prism through which to examine and work on replacing arbitrary acts of authority.

1.8.3 Critical Discourse Analysis

Critical discourse analysis (CDA) is a programme of social analysis that critically analyses discourse; in other words, language is used as a means of addressing social change (Willey-Sthapit et al., 2022). The method of analysis that the fieldworker employed was a framework that is provided by Huckin, (1997) and later was employed by McGregor, (2003) to analysis textbook. Moreover, supremacy and unfairness are corrected, reproduced, and abided by text and talk in the political and social environment, and CDA is the examination of text which sometimes contains an impression of power, hegemony, belief system, or predominance (Flansburg, 2021). CDA is a comprehensive account of the connection between wording, culture, talk, and society.

One may reiterate that CDA deals with perception and creating transformation through an inquiry of the link between written and spoken text, to see if text exposes the notion of command, supremacy, unfairness, and prejudice. Additionally, CDA is best described as a broad perspective on conducting linguistics, semiotics, or discourse analysis (Ilyas, 2021). Furthermore, CDA is primarily interested in analysing complex yet transparent structural relationships of dominance, discrimination, power, and control when they are manifested in language usage, whether spoken or written (Plastina, 2020; Gjerde, 2021). Additionally, CDA seeks to investigate how language use establishes, reinforces, and legitimises social injustice. Additionally, CDA seeks to methodically investigate the frequently complex connections and interactions between discursive practices, events, and texts and larger social and cultural structures, relations, and processes.

1.8.4 Reflexivity

In this study the fieldworker sought to compose communicative outcomes that can be logically understood by the public and other relevant formations. Examining the social, historical, governmental, and interpersonal fields of discourse analysis as well as how the fieldworker is involved in these relationships is known as reflexivity (Agarwal, 2020; Green et al., 2020). Reflexive expectations range from ensuring research correctness to questioning the scholar's validity. If fieldworkers regard their goal as enhancing the ordeal of social scientific research, they can expect reflexivity.

There are a variety of approaches that are used to increase the strength of or to attack the power of social science research as more or less scientific. Furthermore, reflexivity elicits the reflected image – it shows the limit of any significant structure back on itself, in order to make itself its object by citing to itself, blurring the lines between object and subject (Meskell, 2021). The fieldworker analysed the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. The fieldworker used a number of techniques for assuring trustworthiness and genuine outcomes, including a proof, evidence and member validation, to assure the legitimacy of the results acquired (Koppel & De Gagne, 2021; Power, 2021) to overcome potential individual or political bias

1.9 Overview of the dissertation

The structure of this study encompasses seven chapters, as outlined below.

Chapter One provides an overview of the study. The fieldworker placed the study in its context for reviewing the representations of contemporary legislation in South African Grade 12 Business Studies textbooks, thereby indicating the importance of this study. The chapter provided a motivation and background information, presented the rationale for the study, gave a brief overview of the literature, and indicated the location of the study, the research objectives and the research questions underpinning the study. The research methods and approach to the study were briefly discussed, followed by an outline of the chapters that structure this dissertation.

Chapter Two gives an account of the literature reviewed, drawing on scholarly work published nationally and internationally on the phenomenon of legislation. The literature review will begin with an account of the concept of ‘legislation’ and what it entails, followed by a discussion of the theories on legislation. An elaborate review of the discourses on legislation will pave the way for ushering in discourses on labour legislation, and the chapter concludes with a review of contemporary legislation in RSA.

Chapter Three explores the research design and methodology adopted in this study, which included a qualitative approach, and CDA. The chapter also outlines reflexivity, the sampling technique, limitations of the study, the process of CDA, and compliance with ethical issues.

Chapter Four presents the data which was derived from the sample, which comprises six Grade 12 Business Studies textbooks. It uncovered specific meanings hidden within the data (the texts), which was extracted through the use of the “register” tool provided by (Huckin, 1997, p. 93). Using “register”, the study was able to deconstruct specific meanings around the words ‘Act’, ruling, legislation, and constitution (Huckin, 1997, p. 93). In addition, “connotation” refers to nuances of meaning that go beyond employing a dictionary for a definition, and a particular kind of “connotation” is found in code words, whose nuances of meaning are meant to be understood only by a certain division of people (Huckin, 1997, p. 93).

Chapter Five continues to provide a critical discussion of the themes that arose from the data, and situates the findings within the research field and the theoretical context outlined in Chapter Two and Chapter Three. The fieldworker then proceeds to conceptualise the text in-depth by focusing on sentences, phrases, and words (Huckin, 1997).

Chapter Six continues with the comprehensive analysis of each instrument, “omission”, “presupposition” and “insinuation” (Huckin, 1997, p. 91, 92).

Chapter Seven expounds, provides details about and discusses the claims that appear in Chapter Four, Chapter Five and Chapter Six.

Chapter Eight provides the conclusion of the study and shares recommendations that emerged from the data.

1.10 Summary of chapter one

This chapter introduced this study on the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. The chapter provided motivation/background information which is critical to situating the problem, and presented the rationale for the study, a brief overview of the literature, the location of the study, and the research objectives and questions underpinning the study. The research methods and approach to the study are briefly discussed, followed by an outline of the chapters that structure this dissertation. This study had been conducted on how is lack of neutrality in the Grade 12 Business Studies textbooks were covered in chapter two. This study used an APA 7th Edition as a referencing style.

CHAPTER TWO

THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

2.1 Introduction

The study's main points, including background information, research questions, the study's focus, purpose, and justification, as well as a brief overview of the relevant literature, were outlined in the preceding chapter's synopsis. This chapter will provide a summary of the literature evaluated for this study, focusing on scholarly articles about the phenomena of legislation that have been published both domestically and abroad. The definition of "legislation" and what it entails will be described at the outset of the review of the literature, which will then move on to a discussion of the theories of legislation. An elaborate review of the discourses on legislation will pave the way for examining the discourses on labour legislation, followed by a review of contemporary legislation in RSA.

As part of the broader macro-environmental variables at the Grade 12 level of learning in Business Studies, current legislation includes the Basic Conditions of Employment Act (No. 75 of 1997) as updated, the EEA (No. 55 of 1998) as updated, and the Broad-Based Black Economic Empowerment (BBBEE) Act (No. 53 of 2003) as updated. The National Credit Act (NCA), No. 34 of 2005, as updated, the Consumer Protection Act (CPA), and the Labour Relations Act (LRA), No. 66 of 1995, as updated (No. 68 of 2008) as updated are all examples of current South African legislation that will be discussed in this chapter.

Other topics covered in this chapter include Business Studies as a subject of teaching and learning, the textbook, school textbooks, and the business macro environment. There is no current research on legislation documented in Business Studies Grade 12 and other relevant subjects in the Commerce discipline in RSA, which will be the study's overall shortcoming.

2.2 Theorisation of representation

With critical perspective in mind, the thinking revolved around the ways of critically analysing the discourse of contemporary legislation in South African grade 12 Business studies textbooks.

The concept of representation is crucial to the process by which meaning is created and distributed among members of a culture (Hall, 1997). It is not enough to say that words, symbols, and descriptions are used to stand for or represent things in a representation. Representation is the process through which the mind uses language to give concepts meaning (Hall, 2020). There are two ways this process can happen. 1, the type is the association of things, people, and events with a predetermined belief system or set of mental conceptualisations. 2, the type is the crucial part language plays in connecting concepts, ideas, and symbols. Just as persons with similar lifestyles must also have comparable values, ‘broadly similar conceptual map’ (Hall, 1997, p. 18), therefore, they must have the same manner of reading a language’s signs. Meaning is built on the processes used for representation (Sarzynska-Wawer et al., 2021). Meaning is built and secured by the code, which sets up the linkage between the conceptual system and our language systems (Hall, 2020).

The three principles of representation, is the ‘reflective, the intentional and the constructionist approach’ (Hall, 2020, p. 1). Firstly, the reflective or ‘mimetic approach’ uses language as a ‘mirror to reflect’ (p. 10) the actual significance of an object, somebody, item, idea, or event as it is in the world. Secondly, in the intentional approach, the language chosen is consistent with the speaker’s or author’s intentions. The third is the constructionist approach or constructivist, in order to construct meaning, representational techniques are used (Hall, 2020). For this research, the third approach was used to analysis the representation of contemporary legislation in South African Grade Business Studies 12 textbooks.

2.3 Theoretical framework

Theoretical framework is paramount so that a study is placed into context and can be put into perspective (Cooke, 2018). This study’s theoretical foundation is based on critical theory. Critical theory helps identify the lens that would be most appropriate to be adopted when analysing the sample, *i.e.* the emergent themes of power and domination (Wyatt et al., 2020). This lens would help the fieldworker in determining whether or not the text contains any ideas of dominance and power, allowing them to generalise potential meanings. Critical theory was employed as the chief theoretical framework for this study.

Firstly, the concept ‘theory’ needs to be unpacked before further immersion in critical theory is embarked upon. Theory can be regarded as a reasonably systematic reflection on our guiding assumption (Johnson, 2018). Consequently, the fieldworker, opted for the utilisation of critical theory, as it methodically guides this study with the aim to assist in ascertaining if any influences of power or domination exist within the of contemporary legislation in South African Grade 12 Business Studies textbooks.

Based on the idea that domination is a problem in society, critical theory is an approach to examining society that looks at the politics, economy, exploitation, and ideologies (Fuchs, 2020). As critical theory conveys concern about power, dominance, and exploitation, it is seen as a critique of society. In regard to how race, economy, class, gender, discourse, education, and cultural dynamics interact to create a social structure, critical theory frequently examines questions of power and justice (Paradis et al., 2020). The fieldworker uses critical theory to support the present study the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. Critical theory allows the fieldworker to analyse the impartiality or power relations prevalent in the representations of contemporary legislation in South African Grade 12 Business Studies textbooks. It has allowed the fieldworker to expose and reveal hidden ideological meanings linked to the discourse which may be concealed within the text.

The fieldworker chose this strategy because he thought critical theory was most suited to reveal profound critical understandings of how dominant people use different systems of meaning depending on the information sources. This study examines, for example, how texts depict concerns of power and hegemony emanating from a certain cultural domain in such a way that the dominant forces of a social order continue to create forms of reality that serve agendas and interests (Ravitch & Carl, 2019; Edensor, 2020). Critical theory is a form of social theory concerned with critiquing and redeeming society holistically, compared to a more traditional theory concerned only to understand or explain it (Ingram, 2018). Inequality is the most profound effect of power because it discriminates, excludes, and chooses (Hillesund, 2019). Focused then on opposing power- relations between individuals and groups within a society and discovering who gains and lose in particular situations (Ran & Qi, 2018). In order to describe, interpret, evaluate, and critique social reality through the use of texts in this subject, critical theory serves as an essential foundation (Ryan, 2018).

In uncovering these discourses within the prescribed textbooks, this study accordingly set about analysing words and sentences that were related to representations of contemporary legislation in South African Grade 12 Business Studies textbooks using the critical lens of power and hegemony. In pursuing the objectives of this study, namely, to debunk the presence of power and hegemony deep-seated in the representations of contemporary legislation in South African Grade 12 Business Studies textbooks, the fieldworker adopts concepts such as power and hegemony taken from critical theory to unpack the structural conditions and human agency behind the content of the South African Grade 12 Business Studies textbooks.

Discourse analysis can be done in a variety of methods to reveal how the text represents things. The majority of the study is primarily concerned with grammar and is strongly related to linguistic disciplines (Wardhaugh, & Fuller, 2021). On the other hand, Discourse analysis also focuses on concepts, problems, and themes as they appear in writing and speech (Hardy, Bhakoo & Maguire, 2020). Although CDA does not provide a blueprint or a theoretical framework to adopt. Scholars believe that its critique of discourse structures utilized in the reproduction of social dominance shares certain similarities with other theories (Van Dijk, 2006).

Within CDA, specific practices were noted. McGregor claims that academics like, Fairclough (1989, 1992, 1995) developed his 'three-tiered framework' which examines the 'texts, interactions and social practices' at the three different levels, the 'local, institutional, and societal levels' (2003, p2-3). The focus of Fairclough's analytical framework is on the 'text, the discursive practice, and the sociocultural practice.' Another practice observed by McGregor (2003, p. 2-3) drawing on Fairclough and Huckin is as follows: Firstly, observe the words or phrases that are used to describe the different facets of society? Secondly, observe the 'culture' and thirdly, observe the tools of communication with specific reference to 'words and language'.

These observations draw attention to our distinctiveness, affinities, and belief and knowledge systems. The analytical tools used in the study were "Omission", "Insinuation", "Presupposition", "Modality", "Topicalisation", "Foregrounding", "Register" and "Connotation", as employed by (Huckin, 1997, 91, 93; McGregor, 2003, 4-6). For this kind of research, Thompson (1990) and Ferguson's (2009) adaption, is better suited for the data. It is

crucial to remember that there is no comprehensive body of content that academics can use to conduct discourse analysis (Lamont, 2021).

The study's plan of action was to conceptualise the depiction of the contemporary legislation in Grade 12 South African School Business Studies textbooks, channeled through the principles and methods of CDA under the supervision of Huckin (1997). The study analysed the viewpoint of the text – in other words, looked at the intersection, slope, or edge (Huckin, 1997), where the significance of a manuscript is discovered “not just from the words-on-the page but also from how those words are used in a particular social context” (Huckin, 1997, p. 80). There is no one theory that is universally right or universally applicable was taken into consideration when the critical analysis of contemporary legislation in Grade 12 South African School Business Studies textbooks (Fairclough, 2013). Following the advice of Huckin (1997) and later McGregor (2003), the texts were initially read without regard to any particular lens, and in the second reading, the CDA lens was applied. This requires taking into account alternate text construction, text style, and text style used for other commercial subjects.

2.3.1 Critical Theory

This study is drawing on critical theory. CT is a school of thought that focuses on putting mankind and traditions to the test and evaluating them, and will be used in this study. Critical theory has its foundations in the Frankfurt School (Adorno, 1973; Adorno & Horkheimer, 1992; Habermas, 1976). McGregor (2003) says that these scholars (Adorno, Horkheimer, and Habermas) reject the following: Firstly ‘naturalism’ (p. 13), the view that society's dealings, markers and agendas represent reality. Secondly, ‘neutrality’ (p. 13) is rejected, the belief that ‘truth is a result of science and logic’ (p. 13). Thirdly, ‘neutrality’ (p. 13), the belief that truth does not have links with a particular interest group and finally ‘individualism’ (p. 14). The concept ‘*critical*’ in CDA is generally linked to power relations (Bukhari & Xiaoyang, 2013, p. 13). Hence, critical theory allows the fieldworker to analyse the impartiality or power relations in the representations in the discourse of legislation in grade 12 South African Business studies textbooks.

CT claims that bureaucratic, cultural, monetary, and social power in society constructs or manufactures truth (Gandy Jr, 2021). As a result, what may be known about the world is constantly subjective, as it is shaped by the values and social positioning of the dominant groups (Stock & Fröhlich, 2021). This suggests that CT aims to liberate humanity from its enslavement to the environment. In this study CT is used as a lens through which to analyse and strive toward substituting inappropriate operations of authority.

The power of the powerful groups says Van Dijk (1988, p. 354) is found within legal systems, and within social rules, standards, and traditions and this arrangement is referred to as what Gramsci in 1971 called 'hegemony'. Hegemonic tendencies involve control with respect to class, gender and race (Van Dijk, 1988). 'Controlling context' (Van Dijk 1988, p3354) entails that the setting, issues of when and where the discourse should take place, becoming very important. Also important is deciding what information should or should not be present, as this assists in controlling the actions of certain groups (Van Dijk 1988). Language or usage, or production and comprehension, influence the communication that takes place because of their ideological foundations (Van Dijk 2006). Some ideologies may exist to justify or legitimate dominations but also make clear the struggle against power (Van Dijk, 2006)

When power is used in analysing discourse, the following is advocated (Torfing, 2013). Firstly not using the concept in relation to 'utility-maximizing actors' (Torfing, 2013, p 108; secondly, not using the concept in terms of the reproductive effect of 'deep-seated socio-economic structures' (Torfing, 2023, p 108); Thirdly, the power being analysed should be seen as 'constitutive act of inclusion and exclusion that shapes and reshapes structure and agency'. Finally, power 'constructs the conditions for the how we make sense of the world and act appropriately' (torfing, 2013, p. 108). Text and talk are influenced by how the discoursed participants define the relevant properties of the communication context (Van Dijk, 2008). However, Dijk (1988) suggests that when it comes to the textual analysis, the control takes place both at the 'content' and the structural level such as dictating the 'genre' of the discourse (p. 354). The control of the mind and the discourse is a guaranteed way of reproducing 'dominance and hegemon' (Van Dijk, 1988, p. 354). If someone in authority, such as academics or specialist, provide the discourse than the discourse become believable to the audience. In a given context, 'certain meaning and forms of the discourse have more influence on people's minds than others'

(Van Dijk, 1988, p. 357). In analysing textbooks, by drawing on the CDA allows one to determine if various forms of domination existed by examining the context manipulation and how the mind is controlled to believe that certain information is very important. In addition, certain beliefs are insinuated, thereby reducing the opportunity for them to be questioned (Van Dijk, 1988). Analysing the power relations with the text is no sufficient to 'Disrupt such as discursive powers' (Vavrus & Seghers, 2010, p. 78). The suggestion is to 'work from the analysis of the text to the social and political context in which the text emerges' (Vavrus & Seghers, 2010, p. 77). When analysing the language within this course, the critical focus should be disruption of power relations that exist within the social and political institutions of society (Vavrus & Seghers, 2010).

This power of powerful groups immersed in the societies institutions 'hegemony' Van Dijk, 1988, p. 354) works as follows. Our behaviour as human beings is directed by our minds. The conclusions, therefore is that mind control leads to control of behaviour weather though encouragement or influence. Therefore the argument is that the groups that dominate the important discourse have the opportunity to control the thinking and the behaviour of other groups. As individuals our control is limited only to family, friends and the people we work with but we are soft target when regarding dominant groups such as those individuals that are part of our criminal and justice system and the financial institutions of society (Ramdhani, 2018). Authoritative groups in the society, and in particular those that are leading the group, have selective access and are able to dominate the different discourses. For an example, Foucault (1982) argues that when individuals are positioned in the management within the relations of production, they the dominant position. He points out that a reliance on legal models explains legitimate power relations emerging from such dominations. Another example, academics have control over 'scholarly discourse' (Van Dijk, 1988, p. 354) and teachers have control over the discourses that take place in the classroom. The relevance of power and hegemony within CDA allows the field worker, through the analysis to unmask 'forms of power' and hegemony that may exist in the textbook (Van Dijk, 19988, p. 354) and to reveal the 'part or group of people who's interest is being served' McGregor, 2003, p. 13).

Depictions of current legislation in South African Grade 12 Business Studies textbooks are subjective, because there is no unbiased knowledge (Pryzant et al., 2020). With a skeptical and

politicised epistemological stance, the fieldworker examined Grade 12 Business Studies textbooks. CT will allow the fieldworker to recognise that power relations are an important component of society, particularly in education (Danermark, Ekström & Karlsson, 2019). CT takes as its point of departure a critical metatheoretical approach to the creation and application of knowledge. It arose as a result of the expansion of democratisation and broadens the imperatives for change that emerged as the global environment, social equity, and sustainability progressed.

As a critical theorist my main objective is to propose improvements to the way contemporary legislation is portrayed socially, politically, and culturally in South African Grade 12 Business Studies textbooks (Young, 2020). CT aspires to transform society as a whole, regardless of social, political, or cultural factors. The fieldworker's desire to make changes stems from a wish to empower society so that its actual interests can triumph. My research aims to liberate society from its state of ignorance regarding current legislation and how it is represented in South African Grade 12 Business Studies textbooks.

CT creates systems that transform people's lives for the better, and considers a variety of academic ways to cope with one's life background and circumstances in a society with humanism and fairness (Bigger, 2021). The goal is to bring about some type of social change that benefits those groups that are perceived to have little power or fewer opportunities or choices (Ehrenberg, Smith & Hallock, 2021). CT aims to comprehend social processes and structures in order to interpret real-world phenomena. As a result, it aspires to alter societal customs and organisations in order to free humans from dependency and subordination (Scherer, 2018). Similarly, CT recognises not just the control over the formation of knowledge, but also how (and why) this is done. Aside from simply identifying oppressive discourses, critical research includes a humanistic approach as it progresses from the reflexive to the action phase (Damianakis et al., 2020). It is characterised by, but not limited to, action research cycles in research.

Fundamentally, a critical fieldworker proposes or promotes possibilities that support a socially equitable society, causing people to think about additional ways to improve society. The critical fieldworker engages in study with a sense of optimism of the possibility for change. CT scholars are recognised for their ability to change the oppression that has been identified. CT aims to free

mankind from dehumanising laws and practices that perpetuate social discrimination, cultural neglect, social imbalance, racism, chauvinism, ageism, and scientism as forms of dominance.

CT has consistently informed and shaped educational contexts, resulting in a more expansive understanding of education for long-term progress (O'Donoghue, 2018). CT is a reflexive critical process that allows scholars to design research and develop pedagogy for emancipatory delivery in the educational context. It transmits information through education for the sake of societal emancipation and empowerment (Dziwa & Postma, 2021).

Written, textual, and linguistic techniques have all contributed to the fundamental methodologies of CT (Vásquez, 2020). One of the significant assets of CT to education studies has been its use to look at the unquestioned belief in the impartial, decisive individual (Pereira, 2019). This avenue brings education fieldworkers together with other scholars, potentially adding to a rich body of knowledge that recognises, critiques, and pushes for changes in the authority's unjustified operations.

CT strives to overcome social and political disparities in the educational system, it is presented as pertinent to this study (Alcaraz et al., 2020; Shohamy, 2020). In this study CT will be primarily concerned with real-world occurrences. Furthermore, societal ideologies using school textbooks in education seek to comprehend human behaviour in order to explain social inequities, so that individuals can take action to correct injustice (Killen & Dahl, 2021). CT is a branch of educational research that focuses on societal imbalances and oppression, as well as the political and economic barriers that exist. It aims to empower individuals to acquire power and independence.

Critical academics argue that research has a cost because the fieldworker's goal is to challenge interpretations and values in order to effect meaningful change. Critical theorists also believe that research cannot be neutral or political, and that theory should be expanded and used to identify, analyse, and propose agitator remedies to social injustice (Winkle-Wagner, Lee-Johnson & Gaskew, 2018). CT might be related to the challenge of knowledge blindness (Blanck, 2021), since what knowledge is inherently worthwhile is their central question. Furthermore, the purpose of this research is to find out who education serves. From a CT standpoint, the goal of

research is to change the status quo, and not just report on it (Adorno & Bernstein, 2020; Warmelink et al., 2020). CT aims to deconstruct these reproductions of inequality as well as dominating discourses. Furthermore, critical academics argue that traditions must be viewed as a site of conflict, where the development and transmission of knowledge is always a contentious process.

Understanding principles and presumptions, exposing oppression and bias, questioning traditional social structures, and engaging in societal action are all part of the critical procedure (Zehntner, 2018). There is no right or incorrect solution for critical thinkers; similarly, no single realism or set of rules or laws can be applied to everyone, according to CT (Abebe, Chilton & Ginsburg, 2021).

By doing a thorough analysis of the phenomenon of interest, critical scholars attempt to generate their constructions from the field. In the dialectic task of presenting and analysing the truth, research participants and scholars are equal subjects (Smith, 2021). Observation and interpretation are used to govern critical theory. The importance of understanding the societal issues of beliefs and power relations developed in writing is emphasised by critical theory. While it is impossible to remove words from a position, one must seize upon explanation in order to separate words from the circumstances in which they are positioned (Butler, 2021).

In contrast to traditional theory, which is geared primarily toward apprehension or revelation, CT is a type of social theory that corresponds to examining and critiquing humanity as a whole. Not taking things for granted, opening up the difficulties, and confronting reductionism and inflexibility are all examples of rational reflection. In this sense, critical theories aim to go under the surface of social existence to disclose the doubts that prevent humans from fully comprehending how it works. The structure of meaning varies, depending on the types of knowledge developed in the cultural environment of the class with power (Hextrum, 2020; Stokes, 2021).

CT does not accept power connections in the sphere as they are given, but rather asks how such an order is established in the first place. This is done to provide a historical narrative of the beginning of the current world order, as well as to determine where the power composition is

weakest (Santos-Granero, 2020). As a result, CT is a point of view that thinks that the social reality represented by diversity is the result of a conflict between the powerful and the powerless (Scherer, 2018). Certain relationships in the world are more dominant than others, according to critical theory.

Critical theory's ontology posits a middle ground between subjectivism and objectivism, accepting the reflexive and subjective aspects of social science (Celikates, 2018). As a result, there are competing viewpoints for critical realism at the level of ontology (Kozhevnikov & Vincent, 2018). Critical realism asserts that, while truth exists independently of our thinking about it, empirical claims about its nature are always contextual, conditional, and potentially flawed. Furthermore, a comprehensive representation of objective truth is impossible to achieve (Tyler, 2020; Bo, 2021). An examination of critical theory's epistemological presuppositions reveals a position that lies halfway between positivism and anti-positivism. Moreover, CT is based on the assumption that a theory's pragmatic rationality is linked to its likelihood of being effective in solving a problem (Weir, 2021). Scholars who use a CT approach rely on criteria developed by community consensus to distinguish knowledge from imagination. This position assumes a diversity of kinds of knowledge, accepts the significance of knowledge interests, and assumes that knowledge is forged rather than discovered (McMichael et al., 2021).

Traditional dependence or privileging of single approaches or methods to develop knowledge is contested by critical academics (Vähämäki, Saru & Palmunen, 2021). The scholar's perspective on the participants in the research, as well as the production, and distribution of information, is more fundamental to the research tradition (Stjernswärd & Glasdam, 2022). Furthermore, there is an effort to ensure that knowledge is available to the general audience.

The use of dialectical tools to comprehend changes in current conditions is highlighted in CT (Biagi, 2020). By contrasting notions with their absolute opposites, such methodologies use dialogues and relational reasoning to investigate relationships inside and among phenomena. Fundamental critiques are a defining aspect of critical theory, as they involve a critical analysis of social institutions' ideals and ideologies, as well as their existing truth, in order to identify disparities between the two (Green & Kahn; Williams, 2020). Critical academics must strive to enhance normative theory in addition to seeking practical, emancipatory, and technological

knowledge through various types of inquiry. Furthermore, normative theories are concerned with what should be, and whether or not an activity is ethically proper or incorrect is determined by its consequences or effects (Podgorski, 2020). CT holds that social theory and normative theory are inextricably linked, and strives to make its normative claims clear. It began as a critique of value-freedom or assumed commanding ideals. In a more recent phase, CT has acknowledged postmodernism's value relativism in the name of a procedural value universalism that is attentive to cultural differences (Sekyi-Otu, 2018).

Expounding the full aspects of the logic of ethical thought at various levels of ethical development is thus at the heart of critical theory's universality. Because of the emphasis on the reciprocal aspect of ethical thought as part of networks of social relations, such ethics are communicative. While each ethical decision is concrete and situational (part of a person's or group's life narrative), it cannot be judged by a foreign moral framework. Furthermore, critical communicative morality can only initiate a conversation by posing concerns about the level of elegance of ethical reasoning and the potential consequences for a hypocrite.

For the advancement of knowledge in education, CT is required, and it can help to produce knowledge that exposes educational injustices (Morley, 2020), to provide individuals, groups, and entire communities with independence. Once a person is free, wide social, economic, and political elements that influence schooling can be considered. Critical theory's major goal in the pursuit of emancipatory knowledge; as a research tradition it is insufficient for the development of empirical and hermeneutic knowledge. CT is used to produce knowledge about people's interactions with their social, political, and economic environments (Richmond, 2019). The CT approach will allow the fieldworker to delve into the topic of 'the representations of contemporary legislation in South African Grade 12 Business Studies textbooks'.

Critical theory's position on the periphery of research traditions may be linked to its ability and capacity to challenge the status quo (Kincheloe et al., 2018), but its abstract vocabulary may be responsible for a persistent misunderstanding in the literature (Kolbas, 2018). Furthermore, the erroneous claim that CT is incompatible with empirical research is incorrect (Ryan, 2018). Since it is frequently described and discussed in qualitative research literature, CT has been associated with only qualitative approaches. However, CT does not seek to replace the subject of another

specialised inquiry, but to increase the work's reflexivity and provide a theoretical vocabulary for understanding relationships between study areas and the general public.

CT is not a way of life or even an ideology (Marcuse, 2020; Herzog, 2021), but involves a complete rehabilitation of and reinvestment in society for the sake of humanity and the environment. Furthermore, CT has a responsibility to its deep ties to the specific, to what has been abandoned or discarded, to what has got away from the whole, and is the suit in defence of it (Goetschel, 2019). CT derives its objects and energy from everyday life, from minute details, odd encounters, and coincidental connections, seeing a politics of freedom in every act of disloyalty, every refusal to go along, and even little disruptions and resistance from those in authority. The objective of CT is to passionately pursue our excitement, which is already a social philosophy (Dejours et al., 2018).

Critical theory's misinterpretation in the literature is exacerbated by oppression and critique conceptualisations that have been too closely associated with it. Sometimes oppression is defined as strictly referring to a group that has been marginalised by a more powerful group (Hirblinger & Landau, 2020). As a result, some education fieldworkers mistakenly believe that a study subject that is not tied to an oppressed minority cannot be examined using critical theory. In this regard, the success of CT is best appreciated in the social movement, where individuals organise to change aspects of society in the light of their newly acquired self-awareness.

2.4 The concept of 'legislation' and what it entails

Legislation derives from the Latin words *latum*, which means to make or set, and *legis*, which means law (Ambekar, 2020). A written law that is implemented by those who are permitted to do so under the Constitution is referred to as legislation (rule) (Loveland, 2018). In addition, legislation describes the procedure by which a branch of the institutions charged with doing so, mainly the legislature, enacts, enforces, and repeals a positive law in written form (Huang, 2018). Municipal by-laws are supported by local authorities in the local municipality in RSA, provincial laws are declared by province leaders, and national laws are announced by national leaders. We also have provincial legislation that is passed by the provincial legislature. Furthermore, we have local leaders who have the authority to pass by-laws on behalf of the municipality. Municipal institutions are also given limited authority to enact laws that govern

their administration. National, provincial, and municipal leaders are supposed to behave in the best interests of those who elected” them.

In the USA legislation encompasses not just legislative activity but also contributions from the executive branch (Gardbaum, 2020). Furthermore, the executive must act in unison to pass legislation, unless the exercise of veto power is overruled by a sufficient majority of each house of parliament (Kelso, 2019). The legislation covers actions that result in the development of new laws, as well as those that enhance or implant new sections in existing laws. Having a law without a legislative act is impossible (Kerwin & Furlong, 2018).

Supreme law, which is formulated by a body and cannot be controlled by any other body (Merryman & Pérez-Perdomo, 2020), is one sort of legislation. Supreme legislation is enacted directly by the parliament's sovereign authority, such as a statute passed by the legislature/congress. One of the hallmarks of supreme legislation is that it can only be supervised or checked by parliament itself. Parliament is also viewed as a separate entity. Subordinate law is generated by any power that is second in command to the supreme power (Wahyuningsih, 2022). In addition, subordinate legislation is that enacted by the legislature in order to exercise its power of delegation.

Some legislation limits people’s rights and is challenged in court or through a judicial review. As a result, the Constitution must be changed, resulting in debates among the general public, the judiciary, and the legislature. The judge or jury must follow the law of the land as written and must do so in the interests of fairness (Colby, 2020). However, other elements – such as economic, social, and political realities that must be addressed by the judge or jury while the legislation is being reviewed – may result in unfairness. Also, precedent allows a judge or jury to render a decision on the merits of a case without regard for the enactment’s correct rules (Miceli, 2020). Legislation is the best and most dependable foundation of law (Atuguba & Tuokuu, 2020), because it generates new laws for the public and allows for social control.

2.5 Theories on legislation

Beside the main theory of the study, which is critical theory, the research also looks into statutory interpretation, which is the theory that deals with how courts of law describe and

implement laws (Scalia, 2018). When a lawsuit involves a statute, a certain level of clarification is typically required. Frequently, a statute's wording conveys a clear and unmistakable message (Balganesh, 2021). However, in some circumstances there is some ambiguity in or doubt about the terms of the statute, which the court judge must resolve (Cross, 2020). Judges use "a variety of methods and methodologies to determine the meanings of legislation, including traditional statutory interpretation criteria, legislative history, and principle (Scalia, 2018). Additionally, in common law jurisdiction, court judges have the authority to apply statutory clarification criteria to both legislative and non-legislative acts, such as executive and administrative regulations and laws passed by parliament (Kerwin & Furlong, 2018).

There are, however, a variety of interpretive arguments based on statutory interpretation theory (Cross, 2020). To begin, an argument from ordinary meaning may necessitate the explanation of a word in terms of the meaning that an indigenous speaker would assign to it. A term with a technical meaning that is depicted in a technical viewpoint must be explained in its technical meaning, according to the secondary argument from the technical meaning. Third, the precedent argument requires that a phrase be explained in a way that is consistent with previous court readings. Fourth, the argument based on substantive reasons asks that a word be clarified in order to achieve a goal that is critical to the legal system. Finally, the comparison argument necessitates the elaboration of the phrase in ways that connect to the word's appearances in provisions that are similar to other legislation.

The course of law course that explores the communication of various law-making and law-enforcing structures that allow the current administrative state to manage a certain economic or social activity is known as substantive area theory (Cann, 2018). Furthermore, substantive law refers to the set of laws that govern how members of a community must behave (Herian, 2021). Substantive law differs from procedural law, which is the set of procedures for creating, managing, and enforcing laws (Rusakova, Frolova & Gorbacheva, 2020). In public law, substantive law specifies responsibilities and rights (Nolan, 2018). However, if this theory tries to regulate in order to ensure how people of the community act (social activity) is in accordance with the country's rules (legislation), it is unclear what implications this theory has for current South African legislation.

Advocates of the idea that hypotheses from and about statutes is now a major approach of legal analysis led to introduction of legal methods as a third genre of theory (Meyer, 2021). The political and legislative process is another theory that focuses on the political process, which includes the electoral process, lobbying process, and legislative deliberation process (Liu, 2021). According to political and legislative process theory, essential issues of law and democracy can be investigated at a level of consensus (Biebricher, 2020). Another theory is the clinical approach to legislation, which attempts to explain legislation as a clinical subject that connects theory and practice (Akuffo, 2019). The last theory of teaching laws, directed at provincial and local institutions, is called state and local institutions (Ellwood, 2018). At the level of municipal institutions, a greater volume of law is created, and political and legislative systems operate separately.

2.6 Discourses on legislation

Legislation is derived from programmes disseminated by institutions and agencies (Kerwin & Furlong, 2018). Papers containing proposals and propositions (Green Papers and White Papers) have been the basis or origin of legislation. Legislation passes through several stages before becoming law (Coore-Hall, 2020). The passage of legislation can lead to a lengthy engagement process, since debates in favour of and against proposed motions might take years to conclude. However, it is possible that the institutions and official bodies may need to conduct research and surveys to determine whether or not a new piece of legislation is required (Truex, 2020). Legislative actions are also traditionally placed in the public domain for feedback or opinions from the general public (Huang, 2018). Delays in legislation are frequently caused by procedures and deliberations in the House of Representatives. It is worth noting that the majority of law that controls individual behaviour originates from regulatory officials rather than from the legislature.

Parliamentarians are not experts and are unable to comprehend the complexities of many monetary and sociological issues (Batt, 2021). As a result, procedural concerns – as distinct from those of policy – are not susceptible to debate in parliament. According to Smith (2019), technical concerns cannot be effectively incorporated into legislation by members of parliament alone because of the technical character of the subject matter.

Despite the fact that Parliament works for 24hrs a day, 52 weeks a year, time and other constraints mean it is sometimes impossible for it to approve the necessary legislation to address a certain issue (Wren & Bedeian, 2020). This does not excuse withholding the capacity and worth of law that is required for the correct performance of a contemporary institution, especially when immediate and proper action is required (Breyer, 2021). This dilemma is exacerbated by the fact that parliament cannot act quickly due to the time required to approve legislation, despite the fact that only administration employees have immediate insight into and experience with this reality (Sunahara, 2020). As a result, giving the administration more legislative power could allow the institutions to act more quickly.

When the provisions and practicability of roles and responsibilities of each unit of institutions are examined, there can be some uncertainty in legislation regarding the sharing of power and authority among different departments (Jiang et al., 2020). The town, provincial, and national institutions all have ambiguous roles and responsibilities, which can lead to uncertainty regarding who is responsible for what. Due to the ambiguity of legislative rules, there is a risk of overlapping powers or the possibility of dual exercise of governing authorities (Mudliar, 2021). The role of the municipality in buildings for housing, for example, is quite vague. It is unclear who is in charge of avoiding soil erosion, river cutting, and flooding, the physical buildings, upkeep, promotion, and use of significant religious sites and those with cultural heritage (Koliopoulos et al., 2020). As a result of these inconsistencies, which are sometimes created by legislative ambiguities, designing and implementing initiatives at local level has proven to be problematic.

2.7 Discourses in labour legislation

All over the world, labour legislation is founded on social, neoliberal, and rights-based viewpoints. As a question of national independence, and essentially revolutionary politics, the social position advocates for the preservation of current employment and the safeguarding of labour law (Beck, 2018). In contrast, neoliberals want to reform labour and employment laws and establish certain forms of flexibility, believing that these are required by international economic rivalry (Pearce & Tombs, 2019). The rights-based approach advocates for weakening

of collective bargaining agreements in order to strengthen the individual rights which are essential to democracy (Johnston & Land-Kazlauskas, 2018).

Advocates for the social position see its safeguards not only as a success in and of themselves, but also as a key component in the country's industrialisation and growth stabilisation. According to social advocates this is a justification to expand social protection, because social regulation has fallen short of its promises (Bowen et al., 2020). Emphasising the importance of safeguarding and/or tightening enforcement, proponents of the social stance frequently overlooks the costs of regulating the protection of the employees they seek to protect (Beck, 2018). The social stance, however, strives to strike a compromise between current labour regulation and social protection on the one hand, and radical politics that critique and contest the historic goals of the workers' movement on the other.

Labour regulation, according to proponents of the neoliberal stance, has impeded the country's economic development (Giraud, 2020). Furthermore, neoliberals argue that rigid labour regulations threaten and repel both domestic and foreign investment. Furthermore, neoliberals frequently criticise expensive protections of labour, claiming that they have become an impediment to the country's economic success (Humphrys, 2018). According to reports, these pricey safeguards have failed to account for a wide range of flexibilities previously present in labour markets, as well as their failing to initiate a cycle of economic development. Moreover, advocates of the neoliberal stance welcome the radical movement because they regard practically all forms of institutional intervention as not only inept, but also as an affront to personal liberty.

Rights-based approaches have grown to dominate how labour relations are carried out in practice (Cremers, 2020). The rights-based approach directs our discussion in ways that avoid an examination of the current and future distributional effects of labour legislation, while limiting our consideration of legal institutions. The rights-based approach to legislation has reduced its goals of liberty and democracy to pursuing a rights agenda that links liberty and democracy to the achievement of such rights (Cats-Baril, 2020). The challenge to the controlling aspects of the current corporatist collective bargaining system by the rights-based approach does not have to take the form of a specific interpretation of rights; for example, the courts may interpret the right to freedom of association in a way that undermines the power of unions. The goal of the rights-

based approach is to increase employees' voices and participation in workplace decisions, and promote companies that are receptive to their employees' needs and have dependable leadership.

These three discourses of social, neoliberal, and rights-based approaches, in the fieldworker's opinion, have influenced how we think about labour relations. However, the primary goal of labour legislation is to level the playing field between employers and employees, as well as to provide safe working conditions and advocate for fair treatment in conflict resolution, while allowing employees to participate in choices that affect their well-being at work (Cho & Park, 2021).

2.8 Contemporary legislation in Republic of South Africa

In the context of South African schools, this section discusses current legislation in the field of business studies as a subject of education and learning. The BCEA (No. 75 of 1997) as modified, the EEA (No. 55 of 1998) as modified, the BBBEE Act (No. 53 of 2003) as updated, the LRA (No. 66 of 1995) as updated, the NCA (No. 34 of 2005) as modified, and the CPA are among the current pieces of legislation in South Africa (No. 68 of 2008). Even though there has been a lot of discussion about societal reform in the RSA assembly over the past two decades, very little has happened (Ornellas, Engelbrecht & Strydom, 2020). Members of the National Assembly pledge to make sure that the law complies with the nation's Constitution (Gloppen, 2019). The National Legislature's members must possess a suitable and professional awareness of the issues affecting society as a whole. The most disadvantaged members of society, however, have not benefited from any laws that South African lawmakers have attempted to enact.

Regardless of class standing, legislation functions as a key institutional mechanism in South Africa for managing society and defending all citizens. The law controls, among other things, the rights and responsibilities of those to whom it applies (Marsden, Meyer & Brown, 2020). If there is neither control nor application, it is worth little or nothing. The contradictory situation in which RSA finds itself involves both control and inadequate regulation. Furthermore, a defense of poorly written legislation has included the claim that our courts have enough common sense to interpret the law in accordance with its intent.

2.8.1 The Basic Conditions of Employment Act (No. 75 of 1997), as updated

The Basic Conditions of Employment Act (BCEA), as updated, was enacted in 1997 and serves as the foundation for labour policy (Gathongo & Van der Walt, 2018). Similarly, all entrepreneurs and workers are affected by the BCEA, which regulates working hours, leave, termination of employment contracts, and deductions. The issue of retirement age is not directly addressed in labour legislation (Morgan & O'Connor, 2021) but company policy usually stipulates retirement age and company pension policy, or sometimes employers and employees enter into an agreement regarding this. Retirement age is typically guaranteed in corporate policy, business pension policy, or agreed upon between entrepreneurs and the labour force, per the Companies Act (Act No. 74 of 2008), as updated. The BCEA campaigns for companies and employees to have equitable and safe working hours (Rosenbloom, 2018).

The BCEA does not apply to senior management, personnel working in sales, staff who are on the road, or employees who work fewer than 24 hours per week. Furthermore, under the BCEA, employers are not permitted to require employees to work more than 45 hours per week, or nine hours per day if they work five days or fewer per week, or eight hours per day if they work more than five days per week (source). However, the BCEA has also been criticised for failing to provide benefits for the partially employed, channels to include and reintegrate the partially employed, and failure to create channels to support employment (Davidov & Mundlak, 2016).

2.8.2 The Employment Equity Act (No. 55 of 1998), as updated

The EEA (No. 55 of 1998), as updated, was passed in order to achieve workplace justice by eliminating prejudice and implementing affirmative action (Geldenhuis, 2020), or by making sure that there is fair representation of historically marginalised groups (people of color, women, and people with disabilities) in all occupational ranks and at all levels of employment (Carapinha, 2010). Additionally, this Act acknowledges that there exist differences in employment, occupation, and income within the labour market as a result of racial segregation and other discriminatory laws and practices. These differences thus led to clear disadvantages for black people, which cannot be addressed by simply repealing discriminatory laws (Basson, 2017). The EEA needs selected employers to implement affirmative action strategies for selected

populations in order to achieve employment equity. However, the law does not specify any objectives for hiring or educating people from historically underrepresented groups.

2.8.3 The Broad-Based Black Economic Empowerment Act (No. 53 of 2003), as updated

The updated (BBBEE) Act (No. 53 of 2003) is the central component of the South African institution's economic strategy for radically reducing wage gap in the nation (Nzimande, 2018). BBBEE in RSA is constitutionalised under Act 53 of 2003 and was initiated during the first term of the second multicultural, representatively elected president, post-1994, erstwhile president Thabo Mbeki. South African institutions employed BBBEE, a legislative and regulatory structure that pursues a variety of socioeconomic goals that benefit the country's predominately black people in an effort to reverse the history of unfairness and inequity (Shai, Molefinyana & Quinot, 2019).

BBBEE makes an effort to promote economic development so that black people can participate significantly in RSA's riches. The BBBEE Act's justification is to provide formerly economically disadvantaged groups, particularly low-income black people, (Africans), 'Coloured' (mixed race) people, and Indians, to form part of economic activities. To qualify under BBBEE you must be a black individual who is a national of the Republic of South Africa (RSA) citizens by birth or lineage, or those who acquired citizenship through registration after April 27, 1994 and would have been eligible to do so prior to that date (van Schalkwyk & Krüger, 2019). However, in 2008 a milestone judgment in the Pretoria High Court recognised "Chinese South Africans the right to be classified as black, as they, by the apartheid" regime, were treated as coloured persons and as such were also segregated against (Mofokeng, Giampiccoli & Jugmohan, 2018, p. 1-2).

The BBBEE Act's key aim is to financially strengthen all Black people through a socio-economic strategy, including those in the workforce, women, individuals who have disabilities, young adults, and those living in rural regions (Gerber & Curlewis, 2018). BBBEE seeks to significantly change the racial composition of both ownership and management in skilled jobs in both current and future firms. BBBEE broadens the range of ownership and management of new and existing enterprises by society, employees, cooperatives, and other collective businesses, as well as improving their access to economic opportunities and skill-building opportunities.

BBBEE supports investment programs that mobilise widespread and significant involvement of black people in the economy to achieve ongoing advancement (Forbes, 2018). BBBEE promoted access to finance for black economic empowerment and attempted to empower rural people by giving them access to productive resources, land, ownership, and skills. With public purchasing as a key weapon, BBBEE is the basic intervention the South African institution is using to address the historical economic injustice that only benefited white people, who make up the majority. Ownership, management oversight, employment equity, skill development, preferential purchasing, business growth, and surplus element activities are the seven pillars of BBBEE that are used to gauge an entity's level of compliance (Shai, Molefinyana & Quinot, 2019).

BBBEE aspires to advocate accomplishment of the constitutional right to equal opportunity, to increase the widespread and effective participation of black people in the economy, to promote a higher growth rate, to encourage recruiting, and to push for more equitable income distribution. In order to promote the nation's economic unity, BBBEE seeks to build a national policy on a broadly based black economic endorsement. BBBEE sought to safeguard the market, promote equality of opportunity and access to institutions' services (Ndhlovu, 2019). BBBEE is the mainspring of the South African institution's attempt to conquer the tradition of racial segregation and hatred that was forced on black people by the white apartheid" regime. BBBEE was a "compulsory institutional involvement to address the planned segregation of black South Africans from participation in the riches of the country (Mofokeng, Giampiccoli & Jugmohan, 2018).

Since the end of apartheid, the institution's agenda has placed a high premium on economic redress to address the social inequalities and racial divisions of the past. The apartheid (discrimination) regime kept the economic status of black persons at a level of much less than white persons in RSA. The apartheid strategy aimed to dispirit black persons. The apartheid regime was designed in such a way that black persons were preordained to offer cheap labour to white persons, a practice that resulted in the purposeful rejection of entrepreneurship development (Mofokeng, 2017). Redressing the racial economic imbalances has continued since the beginning of democracy in the RSA. BBBEE was seen as a solution to the lack of necessary resources for the economic growth of black persons (Dreyer, Viviers & Mans-Kemp, 2021). The introduction of initiatives intended to redress racial, economic, and social inequality is by no

means confined to the RSA. Countries such as Malaysia, Brazil, and the USA are examples of a few that have initiated such a redress system (Yang & Sharma, 2020). One needs to note that BBBEE was not a panacea for South Africans.

Also, not all South Africans support the BBBEE because it appears unfair and discriminatory. BBBEE segregates against white persons in RSA, because it was passed based on racial grounds (Bhorat et al., 2020). The United Nations (UN) declares that human beings are comparable in dignity and rights and, further, should act towards one another in a spirit of companionship (van Schalkwyk & Krüger, 2019). Article two of the UN Declaration of Human Rights goes on to allow everyone equal access to all of the rights, regardless of religion, race, and colour (Carroll et al., 2018). Article seven reaffirms that all people are created equally in the eyes of the court and are entitled to equal protection under the law free from any kind of discrimination. According to the UN Declaration, everyone has the right to equal protection against any kind of bias. To reinforce the above article, according to a UN proclamation everyone has the right to adequate therapy for acts that violate their basic human rights (Freeman, 2022).

The Constitution of the RSA, sections 1 to 3, presents the founding principle, which is human decorum, the accomplishment of equality, and non-racial discrimination. The RSA Constitution proclaims that any law or conduct conflicting with it is unacceptable and that all South Africans, either black or white, are equal and have rights to gain. The Bill of Rights embedded in Chapter 2 of the South African Constitution subsequently closely reflects the UN Declaration of Human Rights (van Schalkwyk & Krüger, 2019).

One needs to note that, over the last 28 years few of the previously underprivileged black community has improved economically. Under BBBEE black capitalists have become more evident (Ijasan, 2018), but the significantly mainstream of black South Africans remain impoverished. Nowadays the majority of black South Africans have limited employment chances when gauged against their white equals. This is made evident by the difference in the unemployment rate among black and white South Africans (Pirtle, 2022). One of the critiques of BBBEE throughout the years has been the forced employment of black persons in positions which their expertise did not match (Ijasan, 2018). To end the mentioned critique about BBBEE,

the institutions need to focus on offering quality education and training youth so that they are capable of contributing to the positions they hold.

Another of BBBEE's problems is the acceleration of fronting. Fronting makes it hard for acquisition objectives to be met and presents a twisted view regarding transformation (Mofokeng, Giampiccoli & Jugmohan, 2018). The problem of fronting can be conquered by making the tender procedures that currently exist translucent and open to public inspection. This will permit appropriate authentication and screening by the public and keen institutions (Mahlaba, 2018), otherwise the tender process and grants can lead to tender process mismanagement, to sum up, institutions will need to look into setting a timeframe as to when they plan to remove the BBBEE Act. My central rationale for this is to make sure that RSA moves away from race-based employment policies and moves towards skills-based employment policies .

2.8.4 The Labour Relations Act (No. 66 of 1995), as updated

The Constitution of the RSA indicates that “everyone has the right to fair labour practices” and this has been given effect through the passing of the LRA (Conradie, 2016, p. 164). The LRA No. 66 of 1995 as updated has been a significant item of legislation in RSA. The LRA presents diverse legislative means to encourage productive places of work relations and to reduce boss-worker disagreement (Legodi, 2018). The LRA has productively included every employee and employer under its banner with the aim to execute equal opportunity within labour relations. The LRA aimed to rectify the prejudice of apartheid within labour relations (Subramanien & Joseph, 2019). The LRA also advocates for employee participation in decision-making through the formulation of place of work forums. The LRA also recognises a variety of independent and legitimate dispute resolution structures endorsed to settle disagreements in the workplace.

The major intention of the LRA is to offer an economic and accessible conflict resolution framework (Blignaut, 2018). The core of the LRA is to make sure that employers and their employees contribute fairly to development, understanding, and the productivity of the place of work. The conflict resolution framework ingrained by the LRA pursues building of a pleasant working environment that would lead to improving stability and productivity in the workspace (Rwodzi, 2018). Once there is understanding in the workplace, productivity will increase within

the workforce, leading to better output and consequently economic development. One must not forget that the LRA was created to resolve disagreement, rather than supporting employees' choice to strike.

One of the aspirations of the LRA is to offer a comprehensible meaning of the rights embedded in the Bill of Rights. The LRA offers a ramification to the constitutional rights by providing every employee with the right not to be illegally discharged from the workplace (Okpaluba & Budeli-Nemakonde, 2020). The LRA also clarifies that a dismissal must be substantively and systematically reasonable, and indicates that no employee should be a victim of unjust labour practice. The LRA also promotes orderly collective bargaining at the sectoral level (Phalane, 2019), and encourages effective labour dispute resolution and employee input into decision-making. The LRA provides a setting for employers, employers' organisations, employees, and their organised labour to function within, protecting both employees and companies against discrimination if they join unions or employers' organisations or exercise other LRA-communicated rights (De Stefano & Aloisi, 2019). The LRA protects the independence of trade unions and employer organisations. However, the LRA excluded certain categories of persons from the ambit of the Act, comprise personnel from the State Security Agency and the National Defence Force (Somaru & Rautenbach, 2020).

The LRA provides for the creation of the Labour Court and Labour Appeal Court as two higher tribunals having exclusive jurisdiction over matters relating to labour arising under the Act (Van Staden, 2021). Every employee has the option to join and pay dues to a trade union or coalition of trade unions under the LRA. The LRA also recognises and protects the freedom of association of employers, including their right to take part in the founding of employers' associations and their participation in the legal operations of these organisations. No employee has the right to compel or coerce an employer to leave or refrain from participating in any lawful activity of an employer's organisation that is an established legal structure (Van Staden, 2021).

2.8.5 The National Credit Act (No. 34 of 2005), as updated

RSA achieved political independence from an institution that not only oppressed the majority of the country's native population but also divided its citizens along racial lines to deprive most of its population. One of the areas of oppression and deprivation that native South Africans had to

endure was accessibility to decent housing because credit was just not widely available (Jouben, 2020). There are now more competitors in the credit market as a result of the advent of democracy, and some large banks are struggling to keep up with the escalating rivalry for consumers (Jouben, 2020). Owing to this keen competition, normal affordability tests were ignored, leading to various borrowers failing to meet their obligations. This compelled the institutions to introduce the NCA in 2007 to reduce the rise in the number of defaulters (Boonzaaier & Chisasa, 2018). While the NCA fosters and enhances South Africans' social and economic well-being (Sithole, Mort & D'Souza, 2021), by fostering an equitable, open, competitive, sustainable, ethical, effective, efficient, and accessible credit market and industry, it seeks to advance and defend consumers (Ojo & Zondi, 2021). The NCA was purposefully passed by the banks as a measure to safeguard customers against negligent lending.

Prior to the introduction of the NCA, banking firms would grant credit to customers without carefully assessing whether the customer would be able to pay back the debt (Torkelson, 2020). However, there used to be a power imbalance between consumers and credit lenders because of discrimination laws, consumer ignorance, and a lack of knowledge, lax disclosure, and deceptive marketing customs. Additionally, a number of black clientele signed expensive credit agreements, which sparked social unrest (Boonzaaier & Chisasa, 2018). The creation and implementation of the NCA were also influenced by these conditions.

2.8.6 The Consumer Protection Act (CPA) (No. 68 of 2008), as updated

The CPA's primary goal is to protect helpless customers from businesses, thus while comprehending it, the key principle is to determine which interpretation and methodology would be most beneficial to the consumer (Lombard, 2020). The CPA also refers to conduct or activity that takes place in the background of the promotion and supply of goods and services in the consumer market. It also refers to market practices that the CPA forbids. Additionally, the CPA mandates that anybody interacting with a client in the normal course of business shall refrain from acting in a manner that is incompatible with the principles and standards of the Act (Akpan, 2020). The CPA further asserts that it is improper for anyone conducting business with a consumer to act inappropriately. The macro environment section of the Grade 12 Business studies curriculum includes the topic of legislation.

2.9 The study of business is a subject that is taught and learned. at schools

Business Studies is a subject that trains learners for the demands of the 21st century by initiating them into the universe of businesses. Moreover, Business Studies is an academic subject that forms part of the school and university curriculum in various countries around the world. Umezulike and Okoye (2013) consider Business Studies to be a pivotal representative of monetary and innovative growth necessary to extend human ability. . Aspects of economics, purchasing, accounting, and organisational studies are combined in business studies (Bell, Bryman & Harley, 2018). Additionally, since business studies is included in the category of social sciences studies, it is possible to study in-depth a variety of unique aspects like finance, accounting, marketing, human resources management, and organisation (Bell, Warren & Schroeder, 2014). Business Studies are a subset of the larger academic discipline known as Business and Management Studies (BMS). BMS is a school of economics thought that sheds light on the firm's economic theory (Powell & Wakely, 2003). According to this view, the company has six components that serve as its core functions and must be effectively handled (Nasi & Nasi, 1997): finance, marketing, purchasing, supply, human resources, and administration. The phenomenon under study, namely legislation, is taught under the topic 'Impact of recent legislation on business – response to demands for redress and equity and challenges of the market environment' (DBE, 2011).

Business Studies as a field of a research that is grounded in the firm's economic theory aims to examine company operations from an economist's point of view and provide direction and advice to business executives (Powell & Wakely, 2003). In addition, the topic covers the information, abilities, attitudes, and values necessary for informed, effective, moral, and responsible engagement in the formal and unofficial economic sectors (DBE, 2011). A business study is a practical, as opposed to merely academic, subject that plays a significant role in economic growth by providing knowledge and skills to students (Ghauri, Grnhaug & Strange, 2020). Business Studies also empower learners to bestow sufficient information onto others and handle complex office technologies and information systems. Business Studies Education has as its main objective the development of talented, accomplished, and advantageous business teachers. It also seeks to produce office administrators and entrepreneurs who will compete productively in the world of work. The main goal of Business Studies is to prepare students to

work in the business sector as workers, entrepreneurs, employers, or self-employed individuals. The topic legislation is under the section macro environment from Business Studies grade 12 textbooks.

2.10 The role of textbooks

In this study, textbooks' function is to spread the syllabi among the schools in RSA. Textbooks have been at the heart of teaching and learning in many diverse backgrounds/contexts. Textbooks are an educational tool of a particular type that offers unambiguous and understood instruction as to what learners and teachers must do with the represented materials (de Araujo & Smith, 2021). Textbooks are accepted worldwide, and are likely to remain an appreciated instrument in the educational collection of teachers (Weninger, 2021). Textbooks are viewed as essential channels for conveying subject content to learners. In order to ensure the feasibility of education, teachers build their lesson plans on the information provided in students' textbooks (Ngwenya & S'khumbuzo, 2020). In most cases textbooks represent one world view. The fieldworker was interested in determining the representation if any of the content as it is.

Textbook analysis is done from different perspectives, with textbooks studied mainly as educational support material inside and outside of the classroom setting. Textbook analysis often takes an unequivocally critical viewpoint in analysing and highlighting unfairness, omissions and misinterpretation in the way they represent different characteristics of the worldview, especially language (Struch, 2019). Studies consider textbooks as curriculum selections and a curricular reminder (Mandarani, Purwati & Santoso, 2021). Specifically, textbooks are analysed as depositories of shared meaning and knowledge about the worldview in the curriculum. Logically, the textbook tradition is mediated by the positioned interactions of classrooms within which they are used by teachers and learners.

Curricula suggest that textbooks offer potential rather than definite opportunities for learning and teaching (Sen, 2020). Textbooks might be measured by opportunities of, for example, what learners would learn if they answered all of the activities in the textbook. The point of view that acknowledges textbook analysis examines only the possible implemented curriculum, not the definitely implemented curriculum (Neuman & Danielson, 2021). The correlation of textbooks

can affirm connection and distinction in structuring educational backgrounds/situations, and may suggest insights into the opportunities for learners to learn (Choy, Lee & Mizzi, 2020).

Many resources in addition to textbooks can arbitrate the relationship amid the planned and the implemented curriculum. Scholars have displayed many mediating components involved in learning and teaching, including environment, classroom formations, standards, organisational policy, teachers' way of life, and orientations (Min, Lee & Kubow, 2021; Pepe et al., 2021). Numerous attempts have been made to connect teaching and learning materials (involving textbooks) to learners' attainments.

The textbooks comprise numerous exercises organised into activities for learners to execute in a particular way. The textbook tasks are the unit of analysis (Bakken & Andersson-Bakken, 2021), and are activities, exercises, or sets of exercises written with the intention of directing learners' attention to a particular suggestion. Textbooks may play a pivotal role in learning and teaching, but might also be another source of unfairness and injustice in education (Goodarzi & Weisi, 2020; Zahro, 2020). Hadar (2017) found that textbooks present knowledge-demanding opportunities, and teachers may step back and allow the textbooks to do their work. However, in this study teachers cannot be replaced by textbooks because textbooks have a possibility to produce single truth.

2.11 School textbooks

In this section the fieldworker indicates how school textbooks lack of neutrality, first outlining the debates on them. The use of education and learning resources in schools is essential for developing the next population (Mukhamadovna, Sharipovna & Supkhonovna, 2020; Kravchenko et al., 2020), and school textbooks in particular have an immense impact on this role. In addition, school textbooks have to be viewed as indivisible from the public as they connect the intended curriculum to the implemented curriculum. The utilisation of school textbooks in teaching and learning will guarantee that the purpose of the curriculum is achieved and that the learners comprehend the subject content (Mpungose, 2020; Nasir, 2020).

However, school textbooks are also guarded by the social context (Nag Chowdhuri, 2020; Kipsat, Rotich & Omanga, 2021). They are fundamental in the process of creating lawful

teaching and knowledge and are a manifestation of the past, information, and principles regarded as significant by powerful groups in society (Gills & Morgan, 2020; Lazer et al., 2021). Additionally, school textbooks serve as an influential interpretation of the curriculum in schools and serve as a visual representation of political conflict, cultural compromises, and monetary power. They are developed, written, and produced under the social, economic, and political control of markets, material, and power (Smith, 2020; Vasilev et al., 2020). Consequently, the subjective, cultural, and political influence of powerful groups is the foundation of school textbooks (Luke, 2018). Through the promotion of a single viewpoint and the development of shared memories of the past, they seek to enforce and emphasise traditional homogeneity (Jovchelovitch, 2019). Additionally, it is asserted that rivalry between influential organisations, who saw it as essential in the construction of collective national memory intended to meet specific social, financial, philosophical, and societal imperatives, led to the creation of school textbook content (Qazi, 2020; Ball, 2021).

The development of educational content is a contentious economic and political endeavor. Power struggles over textbook production and management are a part of their construction. Teachers and academics occasionally develop school textbooks in a way that sparks disagreements between them (Cherry, 2019). One method for attempting to spread and develop strong traditional forms of thought is through school textbooks (Giroux, 2018). However, the substance of school textbooks can be considered a field for struggle over which version of history is expected to be taught in schools.

Textbooks provide authority in education, yet the absence of crucial data and context inside texts severely limits how learners see events (Curdt-Christiansen, 2021). School textbooks are socially developmental. Involving and excluding the possibility of competing involved parties in the process of developing textbooks is inevitable when determining what constitutes acceptable curriculum knowledge (Loewen, 2018). Although texts used in schools are written by humans, they include a wealth of conventional information, and have been compared to institutional policy texts in terms of their social purpose (Curdt-Christiansen, 2021). Additionally, as per research, textbooks are being used by teachers as their primary source of instruction and have a significant impact in the classroom (Abaya, 1993). Lesson planning is aided by appropriate learning activities and is directed by school textbooks for teachers. Moreover, school textbooks

assist teachers in engaging learners in the classroom, and provide a fundamental resource for learners to grasp the strategy that has been devised for their use.

However, school textbooks are not as innocent as they appear, because they employ language to represent social settings involving power relations, supremacy, and the control of people. Therefore, one needs to analyse the school textbook with an open mind, to assess for detail about record variation, establishing patterns, and making connections (Lucy et al., 2020). Moreover, in a school textbook scholars must employ more time in explaining the nature of information (Loewen, 2018).

2.12 Studies conducted on textbook analysis

Although textbooks are connected to the curriculum in terms of the subjects they cover, Ngwenya and S'khumbuzo's (2020) study found that teachers believe that textbooks are insufficient for assisting them in guiding and supporting students as they learn new subject material and complete assessment tasks. An absence of help and direction in textbooks obliged teachers to utilise other materials to make up for these shortcomings in the prescribed textbooks" (Ngwenya & S'khumbuzo, 2020). Teachers were forced to make up for the absence of assistance and direction in the textbooks by using alternative support materials. The report also suggested that students buy additional copies of the required textbooks.

The study by Ramdhani and Maistry (2020) illustrates how economic legitimisation is used to normalise power and dominance, so providing a legitimate rationale for the persistence of poverty around the world. Furthermore, the study investigated how the construct "poverty" is represented as a taught topic in the Economics for Further Education and Training (FET), the study discover the unseen curriculum meanings in five Economics textbooks for Grade 12. The study also revealed how ideological content can be presented as neutral, emphasising the importance of readers of school textbooks being aware of the subtext of seemingly innocent knowledge.

Despite legislation promoting disability inclusion in society and the workplace, people with disabilities continue to endure discrimination and exclusion, according to Cassim (2020).

Moreover, in South Africa's Grade 10 Business Studies Textbooks, there was a limited portrayal of disability.

Grade 11 Business textbooks tended to avoid labelling those who are at risk for AIDS or who have already contracted HIV or AIDS as mentally sick (Naidoo, 2015). The study also found that authors of psychology textbooks used societal representations of AIDS as a key source to illustrate and reinforce the disease's anchoring in ideas like otherness, mortality, victimhood, and blame, inadvertently and inescapably.

In the four Business Studies textbooks for Grade 10, power and dominance were important themes, particularly in the text's framing (Dhanraj, 2018). Furthermore, the study revealed that key elements of material in the Grade 10 Business Studies textbooks had been purposefully downplayed in order to emphasise aspects that the publisher may have deemed more valuable, and which fed into power and dominance concepts represented in the texts. According to the study, there is a clear case of power abuse and manipulation. As a result, Grade 10 Business Studies textbooks should be seriously analysed rather than superficially examined. Teachers should not rely solely on one source in the classroom, as this may end up being detrimental to their learner's education.

Study by DAVID (2018) established that South African Grade 12 economic textbooks contained uneven and biased portrayals of global commerce as inevitable and beneficial. By selling the concept of globalisation, the South African Grade 12 economic textbooks attempted to urge readers into approval of the outward-looking economic policy of globalisation. The South African Grade 12 economic textbooks the study also appeared to advocate and prescribe to readers rather than sparking debates and raising awareness about the harmful implications of neoliberal globalisation's mantra of efficiency, innovation, and competitiveness. Furthermore, DAVID (2018) found that in South African Grade 12 economic textbooks, globalisation and outward-looking economic policies are romanticized, whereas inward-looking economic policies are portrayed as lacking. The outcomes of this study show that the selection of specific types of knowledge, as well as the lexical structure, ordering, and emphases of that knowledge, project and foreground a highly distinct world view.

According to a (2017) study by Pillay, the representations of men and women in four high school business studies textbooks in the Southern African Development Community (SADC) are ideologically motivated and help to maintain patriarchal notions. Additionally, the firstness and superiority of the masculine on a semantic level is supported by utilising the male pronoun in sentences and dialogues rather than the feminine pronoun. In terms of representation, the intersectionality of race, gender, and disability is pervasive in the four SADC high school business studies textbooks. This just serves to reinforce the idea that the paradigm for successful company is a white, straight, able-bodied man.

Hutchinson (2020) contends that, despite ongoing revision, the secondary school commerce textbooks in a few (SADC) countries under examination present an ideological rather than a factual perspective of business. The main ideological formations were the ease of starting a business, personal enrichment, the emphasis on men as role models for entrepreneurs, leaders, and managers, gender stereotypes, the placement of women at the bottom of the entrepreneurship hierarchy, economic growth, job creation, poverty alleviation, improved standards of living, and effortless internationalisation. Due to the fact that secondary students in a few (SADC) countries were only given selective entrepreneurship knowledge in commerce textbooks, as well as the fact that the emerging ideologies promoted neoliberal and capitalist principles and were both gender-biased and insensitive, students were exposed to a one-sided view of entrepreneurship. This is owing to the presumptions made by entrepreneurship study, the entrenchment of neoliberal capitalism in society and educational institutions worldwide, and the fact that entrepreneurship is not gender neutral. Finally, warped political and ideological weapons are taught in secondary school economics textbooks in a few (SADC) countries.

The study by Moodley (2020) showed that school textbooks are valued as an integral instrument in the teaching-learning development of Mathematics. Moreover, school textbooks are imperative resources of reading and are designed for learners to make and merge meaning. Moodley (2020) also indicated that school textbooks are designed to widen information, abilities and comprehension in Mathematics. They are not a collection of helpful resources, but guides for the learner which will support them in understanding the subject. Saher (2020) concluded that school textbooks for higher secondary level nowadays do not meet the benchmark for essential skills growth. The study showed that there were some gaps between the purpose of school

textbooks and the curriculum, and suggests adequate training for curriculum and school textbook creators to guarantee a correlation between the national curriculum and school textbooks (Saher, 2020).

The examination of 47 textbooks in Mathematics, Reading and Language Arts, Sciences, and Social Studies in use in different grades in the USA (Sleeter & Grant, 2017) employed a priori types of picture analysis, storyline analysis, miscellaneous, people to study analysis, language analysis, and anthology analysis to scrutinise the handling of diverse American social classes, genders, disability groups, and races. Sleeter and Grant (2017) looked at how children in schools are characterised by the various groups, the knowledge that is selected, and whether or not youngsters are subjected to issues with suppression and discrimination. They found that white people monopolised textbooks, where the books transferred a mixture of diverse race groups living in racial conformity beneath white supremacy (Sleeter & Grant, 2017).

However, the truth was isolated from this depiction. Concerning gender issues, they found that males overshadowed others in most books, and African American females were hardly ever shown as actively involved in the economic, political, and social struggles. Moreover, matters of disability were also mistreated, such that learners remained unaware of issues that disabled people face. Moreover, Sleeter and Grant (2017) found that the curriculum focused on white males, and overlooked African Americans, Native Hawaiians, other Pacific Islanders, Latino Americans, Asian Americans, American Indians, and Alaska Natives.

A study of 12 History textbooks (Loewen, 1995) established that they intentionally left out particulars like the reasons for and procedures of European supremacy from about 6001 BC to 2000 AD, to depict Europe as the heart of civilisation. Moreover, the study explored the term “people grew more curious” (p. 31) used in the textbook, noting that it introduced an unverifiable interpretive bias towards the social context of Spain in 1492, Learners can be influenced by textbooks to think in certain ways (Hong et al., 2019; Gills & Morgan, 2020). As a result, textbooks too have a tendency to omit the truth because they are never objective and only function as social artefacts (Vasquez, Janks & Comber, 2019; Tyarakanita et al., 2021). Politics and business have a clear impact on textbooks because they frequently have a significant impact on what is offered and what is chosen. Furthermore, the political environment, activist

movements, political economy, and racial issues all play a crucial effect in what is included, what is left out, and how knowledge is presented in a textbook, as Loewen (1995) proved in his study of American History textbooks.

2.13 The macro environment of business

The macro environment is the general setting in which business is conducted (Tomski & Wysocka, 2019). In general, no variables in this environment can be controlled by the firm because it is too big and unclear to do so. The ability of the business to become familiar with and respond quickly to changes in the macro-environment will be a key factor in determining its success. A company must closely monitor the many macro environmental factors (Crane, Matten & Spence, 2019). The macro environment is made up of the following five components: the socio-cultural environment, the technological environment, the market's economic conditions as an environment, the ecological and physical environment, and finally, the political and legal factors (Irtysheva et al., 2020).

The socio-cultural context has a significant impact on how the business is run (Vandebroek et al., 2020). Since technological innovation has many advantages, changes in the social environment may have direct or indirect effects on business. However, the technology that the business employs becomes outdated due to subsequent growth and can become a risk to the business (Lobschat et al., 2020). Moreover, development in technology is not limited to Information Technology services and computers (Li, 2021), but also embraces manufacturing processes, products, and operations techniques or methods. Nowadays technology is subject to constant changes, making it crucial for the business to keep up with" them.

There is a strong correlation between a company's performance and the economic environment of the nation's economy (Geissdoerfer et al., 2018). An organisation depends on the economy for all of its inputs and production components. A company sells both its products and services in the same market. A market is constantly shifting and never in one safe location (Sarat, 2018). However, if the market expands, the company will profit from the favourable circumstances (Armstrong et al., 2018). The economy will grow, interest rates will drop, and savings will become accessible.

The physical and ecological environment has a significant impact on how well any organisation performs (Grimani, Aboagye & Kwak, 2019). The climate in some locations has started to alter as our physical environment changes. The macro environment of a firm is heavily influenced by climate conditions, geographic features, environmental position, temperature variations, and other natural elements (Zargoosh et al., 2019). Last but not least, a nation's political landscape is a synthesis of its three divisions, namely its executive, judicial, and legislative branches (Rosenbloom, 2018). Additionally, the ideologies and political beliefs of the ruling party at the institutional level greatly influence every nation's political climate (Krawatzek & Müller-Funk, 2020). The legal and political environments of the nation are crucial to the health of the economy and the business sector in any nation. The legal environment is comprised of rules, laws, judgements, and regulations.

2.14 Summary of chapter two

The fieldworker's focus is based on the representation of the topic of legislation in South African Grade 12 Business Studies textbooks. The fieldworker monitored how the wording of the content in the textbooks is structured. At this point, one cannot be sure as to whether there are some kind of power relations at play in Grade 12 South African Business Studies textbooks on legislation, which may harm both learners and teachers. Despite the scholarship in commerce there is no research has yet been documented on Business studies textbooks in RSA regarding the representations of the concept of 'legislation' in the search engines, for example Google Scholar, EBSCOhost, JSTOR and ERIC Research Database. This suggests that there is a gap in the literature, and this study will therefore aim to close this gap regarding commerce textbooks in RSA.

The following chapter seeks to outline the research design and methodology adopted in this study, and discusses the qualitative approach, and CDA, followed by reflexivity, the sampling technique, limitations of the study, the process of CDA, and compliance with ethical issues.

CHAPTER THREE:

RESEARCH DESIGN AND METHODOLOGY / METHODOLOGICAL APPROACH

3.1 Introduction

The previous chapter provided a synopsis of the literature review relating to the phenomenon of contemporary legislation. This chapter seeks to outline the research design and methodology adopted in this study, including the qualitative approach, critical theory, and CDA followed by reflexivity, as well as the sampling technique, limitations of the study, process of CDA, and compliance with ethical issues.

3.2 Qualitative approach

A qualitative study would allow the fieldworker to examine how contemporary legislation is presented and managed in South African Grade 12 Business Studies textbooks. This approach would provide a rich description of data with many possible meanings, and facilitate an in-depth description of contemporary legislation representations in South African Grade 12 Business Studies textbooks. Qualitative research looks at occurrences in their natural surroundings and conveys an understanding of some part of social life and its methods, using words rather than numbers (Liu & Tseng, 2021). Qualitative research is defined as “a set of approaches that analyze [sic] data in the form of natural language (i.e., words) and expressions of experiences (e.g., social interactions and artistic presentations)” (Levitt, Bamberg, Creswell, Frost, Josselson, & Suárez-Orozco, 2018, p. 27).

Using a qualitative approach in this research will allow for the extraction of rich data from the diverse meanings that different textbooks assign to current legislation, as portrayed in Grade 12 Business Studies textbooks. Qualitative research is unrestricted and adaptable (Prior et al., 2020). It allows for the fieldworker to probe for in-depth knowledge of the realities that people encounter through the words in textbooks.

The qualitative approach recognises that human behaviour is influenced by a variety of factors, including the situation/context in which it occurs. It is a type of educational study in which the fieldworker trusts the understandings of the context. It asks broad, open-ended questions and collects data that includes commonly spoken terms and written texts. Furthermore, it interprets and analyses words for themes, and conducts the investigation based on personal experience (Saibih, 2020). In order to analyse social phenomena, qualitative research emphasises an in-depth description of the social context (Ezer & Aksüt, 2021).

The use of qualitative research in this study will allow the fieldworker to be in frequent contact with the research subjects over time (Gehman et al., 2018). This will allow the fieldworker to become familiar with various representations of current legislation in Grade 12 Business Studies textbooks, in order to gain a better knowledge of the background while also collecting important data. As a result, qualitative methodologies are inductive, i.e. geared toward encounter and process, have high validity, are less concerned with generalisability, and are more so with a thorough grasp of the study problem in its specific context (Gehman et al., 2018). They develop a sense of perspective, context, and text interpretation. Furthermore, qualitative research repeatedly combines examination with procedures that require fieldworkers to make regular efforts to think about their reflection (i.e. self-observation) on their manipulation during study development (Levitt et al., 2018).

When it comes to social validity, point of peak development, and the use of phrase analysis, qualitative research offers distinct advantages (Merriam & Grenier, 2019). The qualitative approach will allow the fieldworker to study the findings and draw inferences about power relationships that may be implied in the text. It is critical to note Zheng, Ulrich and Sendra-García's (2021) remark that a qualitative technique provides superior data quality, enabling for depth rather than breadth of knowledge into the representations in South African Grade 12 Business Studies textbooks (Levitt et al., 2018).

3.3 Critical discourse analysis

Critical discourse studies speaks of thinking about improving their current living conditions and critical discourses analysis speaks of the method to debunk the messages “ they are send to themselves and others to understand the meanings of the words spoken and written by others”

(McGregor, 2003, p. 1). However, this study is focusing on the written words. “CDA does not have a unitary theoretical framework or methodology because it is best viewed as a shared perspective encompassing a range of approaches instead of one school” (Van Dijk, 2000 cited in McGregor, 2003, p. 5). Critical discourse analysis (CDA) is a social analysis programme that examines discourse critically; in other words, how language is used to address social change (Elyas et al., 2021; Ndiaye & Ngom, 2020). Furthermore, CDA focuses on how people abuse power (Salma, 2019) and how, in the political and social milieu, writing and talk correct, reproduce, and enforce supremacy and unfairness. CDA is the study of text because it can sometimes convey a sense of power, hegemony, belief system, or domination (Cope, 2018), and is a thorough examination of the relationship between language, culture, speech, and society. The term discourse refers to the process of instilling meaning through reasoning, acting, and speaking; speech takes precedence over produced and uttered texts, making some sorts of information more imaginable and others less so. Draw from McGregor (2003), it is clearer that, the fieldworker first established the type of critical discourse analysis that is used by researchers before selecting how to move forward. There are various forms, to analyse the spoken and written words (Van Dijk, 2007). These include “pragmatics, conversation analysis, narrative analysis, rhetoric analysis, stylistics, socio-linguistics, ethnography, or media analysis, among others” (Van Dijk, 2007, p. 1). One common dimension is the natural way that language is employed by “new fields/paradigms/linguistic sub-disciplines of semiotics, pragmatics, psycho- and socio-linguistics, ethnography speaking, conversation analysis and discourse studies” (Wodak & Meyer, 2008, p. 2). Semiotic analysis is suited for advertisements as they “based on symbolic association or displacement” (Ferguson et al., 2009, p.897 as cited in Thompson, 1990, p. 285). Argumentative analysis is also well suited to uncover insinuation in political speeches. Another approach is that of the “trans-disciplinary way” (Fairclough, 2015, p. 1). This approach includes working with multiple disciplines and theories. Academic discourse promotes the society’s political and economic institutions. It is crucial to take into account this relationship, and academic research should reflect these realisations. (Van Dijk, 2007).

It is worth repeating that CDA is concerned with perception and transformation through a study of the relationship between written and spoken language, to determine if text reveals concepts like command, dominance, unfairness, and prejudice. Furthermore, CDA is best understood as a

unified approach to linguistics, semiotics, and discourse analysis (KhosraviNik, 2020). Furthermore, CDA is primarily focused on analysing complex as well as transparent structural relationships of dominance, discrimination, power, and control which can be shown in spoken or written language (Danquah, 2020). CDA attempts to analyse how language is used to articulate, construct, and legitimise social injustice. It aspires to rigorously investigate the often-tangled webs of connection and intentionality that exist between discursive practices, events, and texts, as well as larger social and cultural structures, relations, and processes.

CDA focuses on the dialectical agreement between discourse and other critical aspects of social behaviours (Sveinson, Hoeber & Heffernan, 2021). Furthermore, social activities are linked in a specific way that forms a social order, such as the neoliberal global order's development. However, the goal of CDA is to look into how practices, events, and texts emerge from and are ideologically melded by power structures and struggles, as well as how the capacity of these discourse-society linkages is a factor in securing power and hegemony (Ghanizadeh, Al-Hoorie & Jahedizadeh, 2020).

In this study CDA is utilised to explore social injustice as it is represented, signified, and constituted in language through written words or text. It is a problem-solving and cross-disciplinary set of theories and approaches that has been widely applied in educational research (Catalano & Waugh, 2020). The fieldworker will use two or more academic fields of talk and text that consider language as a type of social practice. Using CDA as a theoretical lens, the fieldworker will examine how language is organised in the texts, and how meanings are encompassed in the discourse that is replicated (Jarman-Clark & Cambre, 2021). CDA is a valuable approach since it critically evaluates the development of information in order to see the motive that is uncovered or is irrefutable in text, and to monitor the recreation of power that is contained by it. As a result, critical discourse scholars argue that words in a text are authoritative because they have the ability to convey meanings that are accepted as true.

The semiotic including language that is happening socially in communication is shown by CDA (Fernández-Vázquez, 2021), which is one of the many methodologies for studying language that has been used in policy-related research to address themes such as philosophy, inequity, and power. It focuses on the use of social power by those who are privileged, organisations, or

people, which results in social injustice (Veeramoothoo, 2020), as well as how influential people in society utilise language and strategies to maintain unfairness (Veeramoothoo, 2020). CDA also looks at how language can be used as a mechanism of influence and persuasion, as well as a justification, for wilful publicity, persecution, deception, control, and distortion (Barros & Michaud, 2020). Furthermore, CDA is primarily concerned with difficult social situations, which it seeks to examine for understanding through linguistic and semiotic aspects of social procedures and obstacles (Johnstone, 2018). The origins of CDA can be traced back to critical perspectives on language, discourse, and communication. In its concentration on the structures and processes of society it is highly influenced by critical theory, which is frequently connected with the Frankfurt school which emerged in Europe in the 1930s (Hornstein, 2021).

CDA is founded on the central theoretical assumption that imbalances are created in discourse, which is a social practice that aims to strengthen the social structure and dominant belief systems (Davis, Deliman & Hogue, 2019; Patrick, 2020). CDA shows how language is used to symbolise power and control, which is a behaviour that helps to maintain hegemony. CDA is concerned with how text is delivered and displayed, and thus contributes to the management of how phrasing details and promotes themes of supremacy and command that may be present in the text (Patrick, 2020). One of CDA's most important focuses is on text, phrasing, or discourse, which allows for amplification of how ideologies are personified in the material realism of language in everyday social behaviours. Furthermore, CDA experts regard power and domination as a crucial aspect that raises questions about the impact of and ways in which the discourse re-establishes social life in the context of social change.

Text can promote undercover themes associated with social power brutality, pre-eminence and injustice, which can be revealed by utilising CDA (Petersen, 2020). Furthermore, CDA is highly context-sensitive, as critically analysing wording necessitates taking an honourable stance, as critical academics feel that benefits must be for the underserved (Weihe, 2019). For a better society, CDA entrusts the vulnerable and revolutionises social inequity. The application of CDA considers the process of reproducing the original text in order to discover biased interpretations that can be corroborated in the text and allow for construction of critical meaning. Critically interpreting terminology is advantageous since it allows the scholar to consider the relationship between language and external pressures.

Authoritarianism and power are recognised as a social control strategy that forces someone to do something they would never have done previously (Bayat, 2020). The technique of how these effects occur is then empirically revealed by speech, as they are nonetheless very much present in the language. Furthermore, CDA's beliefs revolve around the impression of being analytical, and it is likely to appreciate the standpoint of two opposing views that attempt to create reality through a rational conflict. CDA intends to see if there are any impacts in the text that could lead to change, with the goal of delivering more impartiality through the text. CDA demonstrates how language protects the powerful group as it carries out its dominant values (Lyon & Hunter-Jones, 2019). In this study CDA will be used as a feature to analyse a text as a desultory reader and then interpret it to determine its underlying likely intentions.

CDA gains the reader's attention by emphasising that texts are not neutral and must be scrutinised with a more critical lens at all times to monitor how they are used, where "economy, race, class, gender, religion, education and sexual orientation" are discovered, cloned and adjust social structure (Armayanti, 2019, p. 30).

In this study CDA is used to combine and identify relationships between the levels of analysis, namely the original text, as well as the broader discursive practices and social context that bear witness to the written text and the discursive social tradition (Bennett, 2018; Ponomarenko, 2019). The use of critical discourse and language allows policymakers, textbook creators, textbook users, facilitators, teachers, and schools to make power relationships and social group illustrations more reasonable (Syed, Junaid & Shahid, 2021). This is standard and typical when the 'truth' is one of injustice, inequity, and infringement. Except for the words and sentences that are deconstructed, we can be encouraged to adopt the dominant philosophy – to our detriment and their benefit. This is referred to as the regime of truth that tries to regulate power over a political system that is exposed when probing in CDA; the philosophy is valuable in practice, as proven by its ability to recognise and impact authority relations (Dey, 2021).

According to CDA, all language use is philosophically stimulated, deriving different doctrine outcomes from various contexts and aspirations. Each jargon serves as a societal practice (Fairclough, Herlin & Swanwick, 2018). CDA extends semantic analysis beyond a micro-

descriptive level into organisational systems, practices, and philosophies to distinguish and describe how individual and social philosophies are encoded, corroborating and strengthening how utterances and sentences are composed and linked as elements (Fairclough, Herlin & Swanwick, 2018). The sentences, words, and remarks are not made on the spur of the moment, and alternatives are governed by how we are situated within the social grouping and the psychological positions we wish to take (Fairclough et al., 2018). The way we act, reflect, and communicate in the social system reveals our personality.

CDA eradicates words' neutrality and conveys the power that displays the importance of who communicates or writes. Furthermore, it shapes our professional identity, uniqueness, understanding, principles, point of view, and reality. Everything we do is infused with our conversation. Discourse has the power to create unequal power relations and conventional descriptions of social groupings, when the actuality of such systematisation is discrimination, bias, and bigotry (Schraub, 2020). Those in charge or aspiring to be in control might mismanage our interest in topics of substance simply by using words.

CDA reveals the truth that language is a powerful tool for promoting specific ideologies and organisations, and misrepresenting truth through semantic means. Academics who study critical discourse have an uncompromising stance and seek to understand, expose, and ultimately reject social malpractice. Furthermore, the belief that textual analysis must be aware of the socio-political context in which a document is based and written is fundamental to CDA. CDA not only depicts the relationships between reality discourses, but also allows for the creation of reality games and estimates that establish and reinforce inequity within the system (Fogarty et al., 2018).

CDA will be an excellent tool for this research, since it will allow for an in-depth examination of Grade 12 Business Studies textbooks, allowing for the detection of hidden meanings and ideologies that would otherwise be impossible to identify using a quantitative approach. The fieldworker was able to become familiar with links of power and unfairness in language through the use of CDA as an analytical tool in this study, allowing discernment of the hidden meaning beneath the written word (Leotti, Sugrue & Wings-Yanez, 2021). As a critical method for analysing texts, CDA addresses the research questions. In addition, the CDA tool was used in

this study to choose a suitable text and to identify details of how the text was developed. CDA is intended for more broad social structures, relationships, and procedures, as well as cohesive study and confirmation among diverse practices, occasions, and texts (Handriyanti, 2020).

CDA focuses on the methods of dominance and the misuse of social power. Written text and spoken words in the social and political environment pass, replicate, and reject disparities (Halliday & Stewart, 2020). According to CDA, language is a type of communal practice that both creates and maintains social power connections. If language is the means by which these invisible power relations are shaped and sustained, discourse refers to the particular method in which language is employed to unite thinking and action.

Language is not merely a medium of connection in the context of CDA; it is also a social practice (Udasmoro, 2019). At the syntactic and semantic levels, CDA employs a variety of tools, including words, phrasing, elective wording, rewording, and sentences, to clarify linguistic activities and understand the relationship between semantic viewpoints and referential angles (the references back establishing language use). Furthermore, CDA makes use of pragmatics (Udasmoro, 2019) and strives to connect literary products to the context in which they are found (Udasmoro, 2019).

In practice, CDA includes a comprehensive textual analysis at the policy text level, as well as placement of the analysis within larger monetary and political contexts and organisations (Sliesarieva, 2020). CDA analyses how policies emerge from and are shaped by imbalanced power relations between opposing discourses, by examining the relationship between discursive practices, occasions, and texts, as well as broader societal and traditional structures, relations, and procedures (Johnstone, 2018). One of CDA's strengths is understanding how discourses rise and become influential, as well as how they become operationalised. CDA will enable me to recognise the bare realities hidden behind texts, by examining their origins and causes, as well as resistance to them and potential solutions. Thus CDA is not just interested in dismantling writing to look into power dynamics, strength, and social preferences, but is also about how they're started, maintained, replicated, and changed within specific situations (Van Dijk, 2019).

Schools, classrooms, cluster meetings, staff meetings, and workshops are all examples of social contexts in which discourse takes place. Each is accompanied by a set of practices that analyse the rights and obligations of each member in terms of what they are permitted and expected to accomplish (Burr, 2018). Academics that study critical discourse recognise the relevance of context in addition to the written text.

In this manner, both the situation's history and the cultural context combine to provide evidence that allows an academic to thoroughly interpret a written text in order to provide a comprehensive explanation of a piece of language (Udasmoro, 2019). Because a written text does not just exist in a specific area but also within a social background, the background provides a discourse on its social characteristics and application. CDA will allow me to emphasise how socio-cultural relationships influence knowledge, identity formation, and control. These are manifested in mandated texts that have been legitimised by society, educational institutions, the media, and the political arena (Inglehart, 2020). Discourse is shaped and constrained by social structures such as class, reputation, age, and identity, with culture and the languages that give rise to it assisting in the formation and confinement of our individualities, relationships, and fact and belief structures (Ewing, 2020).

The texts are a just a part of inter-individuality, or the social and antagonistic connections that exist among human subjects (Gell, 2021). CDA is a tool that helps colleagues in the field to understand the messages which they and others are sending. Others also understand and recognise the interpretation of composed texts; words of dominance are treated with absolute honesty. In contrast, the words of individuals who are not in control are spoken without regard for whether they are irrelevant, amusing, or significant (Eubanks, 2018). The texts represent a significant social organisation, such as universities, colleges, schools, and workplaces, as well as the education department, and CDA reiterates the analysis of such papers since they are significant.

CDA is primarily used in the language setting, and its success can be measured using a new language quantification method. Furthermore, language commentators can use their own perspective, power, and beliefs to create spoken or written words. If the core content of spoken and written words can be deciphered, communications will appear meaningful. Teachers can use

fundamental interpretation to help them understand the inconvenience, circumstance, and episode they are in. The development and analysis of texts is the goal of CDA's plan and practice, and CDA also determines the correct text and the relationship between listening, articulating, perusing, and writing. As a result, it enables society to study the written and spoken content with an open mind, in terms of what we write and say as a society. CDA may wreak havoc on relationships by exposing text distortion that is used for various purposes (Dey, 2020). One of the risks for CDA academics is being depressed by the rigours of textual and, in particular, linguistic study. Furthermore, academics tend to unconsciously embrace established CDA frameworks with their own deep assumptions, without reflexively investigating how these assumptions reveal and nature data analysis (Talib & Fitzgerald, 2018). This proclivity to rely on predetermined intentions runs the risk of developing an exaggerated understanding of how specific discursive reality is involved in specific types of social and structural injustice, as these may be assumed (Talib, 2019). Non-reflexive reliance on off-the-shelf tools and analytical processes may keep the discourse confined.

However, the most important premise is that CDA should be done in a systematic manner, which entails conducting a reflexive methodical investigation of how language forms and utility relate to social behaviours. These positive CDA fundamentals, as outlined above, justify why it will be suitable for my research topic. This research will concentrate on attentively examining terminology in order to identify any social transgressions. CDA will help me to delve more deeply into the power issues surrounding supremacy, including terminology and rhetoric. Critical discourse analysis does not say the power exist before the analysis of the textbook is done.

3.5 Reflexivity

The fieldworker in this study sought to compose communicative outcomes that can be logically understood by the public and other relevant formations. Reflexivity is defined as attention to examining the social, cultural, political, and interpersonal fields of discourse analysis and how the fieldworker is implicated in such relationships (Agarwal, 2020; Green et al., 2020). Reflexive expectations range from ensuring research correctness to questioning the scholar's validity. If fieldworkers regard their goal as enhancing social science research, they can expect reflexivity.

A variety of approaches are used to increase the strength or attack the power of social science research as being more or less scientific. Furthermore, reflexivity elicits the reflected image. Reflexivity shows the limits of any significant structure back to itself, in order to make itself its object by citing to itself, blurring the lines between object and subject (Meskell, 2021). Reflexivity proposes a revolving, inbound process of information creation, rather than a mirror image of self within the research, to realise that fieldworkers are placed to know, given their position within the research. Furthermore, reflexivity holds that the self no longer simply replicates but also symbolises the social structure, despite the basic definition of language.

More than contemplation is implied by reflexivity (Miles, 2020). Reflexivity recognises that the person developing the theory is a part of the subject he or she is striving to comprehend. In addition to reflection, reflexivity is looking inward to be able to reflect on their constructions and position as fieldworkers. In a study project including CDA in educational settings, reflexivity is essential (Dannefer, 2020; Wiebe, Nguyen & Mattheis, 2021). Scholars that specialise in education are generally familiar with educational situations. Members and ex-members of school communities' study and carry with them histories of participation as learners, teachers, and parents within these organisations. Scholars often have a history of involvement with these organisational successes.

The fieldworker in this study explored how current legislation is depicted in South African Grade 12 Business Studies textbooks. To ensure the reliability of the results, a variety of ways to assure trustworthiness and more believable outcomes were used. To avoid potential individual or political bias in conducting the research, an audit trail is available and member validation was carried out by fellow colleagues (Koppel & De Gagne, 2021; Power, 2021).

3.6 Sampling technique

Sampling is the process of selecting a group of research participants from a larger group (Menachemi et al., 2020; He et al., 2021). In this study purposive sampling was used, which implies that this sample was chosen for a specific reason (Wangmo, 2021). The goal of purposive sampling is to achieve representativeness, enable correlations, focus on specific, unique topics or cases, and construct theory through the collection of data from multiple sources. Purposive sampling is used to gain access to informed persons or sources that may have in-depth

knowledge of a certain scenario, professional knowledge, or access to power, competence, or experience.

Purposive sampling is a method of selecting examples with a lot of information for a more in-depth investigation of a phenomenon (Bell, Bryman & Harley, 2018). Purposive sampling is also a common component of qualitative research, where academics select cases for inclusion in the sample depending on the predetermined criteria, such as their typicality or the need for control of a certain component. Instances are selected for inclusion in a sample based on the fieldworkers' assessment of their typicality or possession of the desired qualities (Perumal & Maistry, 2020; Mhlongo, Nongalo & Linake, 2021). The sort of design and methodology utilised in this study influenced my decision to use purposive sampling.

Purposive sampling is linked to convenience sampling, where Grade 12 South African school Business Studies textbooks that include current legislation as part of their content will be chosen for analysis in this study. Convenience sampling was used as a strategy to select Grade 12 Business Studies textbooks that are part of the DBE's inventory of prescribed textbooks in the RSA. Convenience sampling is a way for selecting comprehensive data for a study since it is more convenient and the sample will be more accessible (Nduna & van Zyl, 2020). Initially, I made a specific decision about my study, because I had access to Grade 12 Business Studies textbooks with additional teaching and learning subjects incorporated. As a result, this would help me to advance professionally as a Business Studies instructor. All of the recommended textbooks adhere to the CAPS. The fieldworker believes that this research has contributed positively to the collection of knowledge for the development of Business Studies textbooks.

For this study, all English Grade 12 Business Studies textbooks were chosen. Every Business Study textbook was scoured from page to page for representations of current legislation such as the BCEA (No. 75 of 1997) as revised and the LRA (No. 66 of 1995) as updated. The six textbooks that were selected are as follows: Focus Business Studies Grade 12, Oxford Successful Business Studies Grade 12, Platinum Business Studies Grade 12, Enjoy Business Studies Grade 12, Via Afrika Business Studies Grade 12, and Solutions for all Business Studies Grade 12. All six textbook for Grade 12 Business Studies were taken from the learning and teaching support materials (LTSM) national catalogue of the DBE. Focus Business Studies Grade 12 is henceforth

cited as Ngwekazi; Oxford Successful Business Studies Grade 12 is henceforth cited to as Mhlaluka; Platinum Business Studies Grade 12 is henceforth cited as Velanokwakhe; Enjoy Business Studies Grade 12 is henceforth cited as Makhosonke; Via Afrika Business Studies Grade 12 is henceforth cited as Manyonyo, and Solutions for all Business Studies Grade 12 is henceforth cited to as Mbedu. (See Table 1 below)

My father is Velanokwakhe, grandfather – Makhosonke, great-grandfather – Ngwekazi, great-great-grandfather – Mhlaluka, great-great-great-grandfather – Mbedu, and great-great-great-great-grandfather – Manyonyo, and my rationale for choosing family names is that I am honouring them in my study. However, the study employs shorter additional pseudonyms when referring to these Grade 12 Business Studies textbooks in the data presentation and discussion chapters.

Table 1: Sample of Six English Business Studies Textbooks Grade 12

Grade	Subject	Title	Language used	Book type	Authors	Publisher	Pseudonym used in this study)	ISBN
12	Business Studies	<i>Via Afrika Business Studies Grade 12 Learner's Book</i>	English	Textbook	P. Bean, M. Kleyn, T.D. Kotze, E.L. Llewellyn, T.R. Maliehe, A. Marx	Via Afrika	Manyonyo (MAN)	978-1-41544-131-2
12	Business Studies	<i>Solutions for all Business Studies Grade 12 Learner's Book</i>	English	Textbook	F. Aron, C. Chaplin, R. Rehbock, A. Voges	Macmillan South Africa (Pty) Ltd	Mbedu (MBE)	978-1-4310-1371-5
12	Business Studies	<i>Oxford Successful Business Studies Grade 12 Learner's Book</i>	English	Textbook	W. Booysen, S. King, C. Liebenberg, M. Oosthuysen, D. Viljoen	Oxford University Press	Mhlaluka (MHL)	978-0-199-04455-9
12	Business Studies	<i>Focus Business Studies Grade 12 Learner's Book</i>	English	Textbook	M. Bounds, R. Mallgee, A. Zeeman, W. Mayhew, L. van Deventer	Maskew Miller Longman (Pty) Ltd	Ngwekazi (NGW)	978-0-636-14126-1
12	Business Studies	<i>Enjoy Business Studies Grade 12 Learner's Book</i>	English	Textbook	J. Bantijes, A. Driver	Heinemann Publishers (Pty) Ltd	Makhosonke (MAK)	978-0-796-24816-9
12	Business Studies	<i>Platinum Business Studies Grade 12 Learner's Book</i>	English	Textbook	A. Pinnock, A. Chanderdeo, J. Strydom, A. Viljoen	Maskew Miller Longman (Pty) Ltd	Velanokwakhe (VEL)	978-0-636-14012-7

The sample, as presented in Table 1 above, used only Grade 12 textbooks based on the fact the fieldworker was teaching Grades 10 and 11, not Grade 12, in order to be fair as possible. Extracts were taken from Grade 12 Business Studies textbooks and documented on separate page that are part of the appendices. The appendices include extracts that reflect the chosen words, for example, headings and lead-in statements or statements, pictures, graphs, or diagrams making mention of the issue of representation of the BCEA (No. 75 of 1997) as updated and LRA (No. 66 of 1995) as updated. The first step was to create a spreadsheet that included all of the textbooks and the page numbers where the chosen terms appeared. Then, for each sample textbook I created separate word documents which were extensive and included page numbers as well as precise sentences extracted from the Grade 12 Business Studies textbooks that were significant in terms of the chosen words. This meant that the words elicited were thoroughly examined, resulting in a more reliable outcome.

There are 12 written topics in Grade 12 Business Studies in the South African curriculum, which learners are expected to read and write about. These topics are: Impact of recent legislation on business; Human Resource function, ethics and professionalism; Creative thinking, business strategies, social responsibility and corporate citizenship/corporate social responsibility (CSR); Human rights/inclusivity and environmental issues; Team performance assessment; Conflict management and problem-solving; Business sector and its environment; Management and leadership; Quality of performance; Investment: securities and investment: insurance; Forms of ownership; and Presentation and data response.

This study did not analyse any Afrikaans Business Studies textbooks for Grade 12, only English ones. My reasoning for selecting English Business Studies textbooks for Grade 12 was that I do not know or comprehend the Afrikaans language, but I do know and understand English, despite the fact that English is my second language. If I was also to critically analyse Afrikaans Business Studies textbooks for Grade 12 employing CDA and principles and procedures under the guidance of Huckin (1997), this would have taken additional time and prevented me from finishing my research on time.

3.7 Limitations of the study

The fieldworker is a Business Studies teacher, one of the possible constraints in this study was the fieldworker's position, which could have a detrimental impact. The critical fieldworker must examine his or her own views and opinions to see if they are biased against the research as a whole. I clarified my role as a Business Studies teacher, fieldworker, and Deputy Head from the beginning of the study, to ensure that the results were reliable. Additionally, the fieldworker was teaching Business Studies to students in Grades 10 and 11, and the research's main focus was on how legislation is represented in Grade 12 South African School Business Studies textbooks. The fieldworker does not think any of his positions had a significant impact on this study.

The sampling size in this study was a problem, in the sense that a sample of only one area of teaching and learning is too small to make any meaningful generalisations (Hayes, 2021). Furthermore, the fieldworker was unable to make broad conclusions about the data based on only one subject. When it comes to the qualitative aspect of this research, the goal was not to generalise, but rather to provide a full, careful analysis of the phenomenon in relation to word and sentence analysis in Grade 12 Business Studies textbooks. Furthermore, as part of the study's recommendations for future research, it will be suggested that more research be done in other areas of teaching and learning that deal with legislation in RSA, and that in order to have a deeper grasp of the area of focus, the study is expanded to other Southern African countries that do Business Studies.

3.8 Process of CDA analysis

This section outline the process what was followed by the fieldworker in analysing the different tools as a proposed by (Huckin, 1997; McGregor, 2003) to analysis legislation in grade 12 Business studies textbooks. The study's plan of action was to conceptualise the depiction of the topic of legislation in Grade 12 South African School Business Studies textbooks, channeled through the principles and methods of CDA under the supervision of Huckin (1997). The study analysed the viewpoint of the text – in other words, looked at the intersection, slope, or edge (Huckin, 1997), where the significance of a manuscript is discovered “not just from the words-on-the page but also from how those words are used in a particular social context” (Huckin, 1997, p. 80). It is important to recall that CDA aims to provide descriptions of texts that are most

intriguing from a critical standpoint, such as those that appear to be linguistic manipulations serving an author's non-democratic aspirations. The fieldworker has collected the six different textbooks for Grade 12 Business studies. The fieldworker has given pseudonyms to the grade 12 Business studies textbooks that were employed to the study: Manyonyo (MAN), Mbedu (MBE), Mhlaluka (MHL), Ngwekazi (NGW), Makhosonke (MAK) and Velanokwakhe (VEL). All were taken from the LTSM national catalogue of the DBE. The fieldworker honoured his family members by using their names in the study in this way (e.g. his father's name is Velanokwakhe and his grandfather's name is Makhosonke). The fieldworker has created one folder named data collection and nine subfolders named: Framing, foregrounding" or "backgrounding, omission or deletion, presupposition, Topicalisation, Insinuations, connotations, register and modality. Under each subfolder the fieldworker has six subfolders representing each grade 12 Business study textbook names (pseudonyms). Under each grade 12 Business study textbook nine files were created. The fieldworker has read once as he was reading a novel of the section on legislation that was selected. The fieldworker has read ten more times the section on legislation before he started analysing the data.

As a research recognising that of text creation and text interpretation is framing. Framing refers to how the content of a text is introduced, and what sort of viewpoint (angle, incline) the author is taking (Huckin, 1997); moreover, it includes the spin that the writer gives to the text (Huckin, 2002). However, framing is a disadvantage, because the analysis changes with expansion of the background/context within which comprehension of the language takes place. Framing is also a method that may be used to determine if material in a piece of language has been left out or eliminated (Horchak & Garrido, 2020). The use of visual frames, such as colour, font size, and graphics, is one of the most notable ways of framing a text. To pique the reader's interest, scholars must be aware of images, sketches, diagrams, formatting devices, and other visual embellishments (Huckin, 1997). Another type of frame is the value frame. Psychological tactics are used in value frames to make us believe that we are getting a better deal or offer than we actually are (Koestler, 2020); larger values, for example, lead us to believe that it is a better deal. Another concept(s) employed by Huckin (1997) is "foregrounding" or "backgrounding", which refer to the writers' utilisation of headings and keywords to stress certain concepts by giving them textual prominence (p. 80). Foregrounding also refers to giving prominence to certain areas

of a text, either by physical placement or size, or through word choice or linguistic development. Textual importance is sometimes derived from genres (text kinds), as certain text types will occasionally include slots that confer importance on any information occupying those slots on a regular basis (Huckin, 1997). Contrary of foregrounding is backgrounding, the choice of whether to de-emphasise or minimise a piece of data (Huckin, 1997). This is yet another censorship tool that a CDA scholar must pay attention to. In this way, writers may create a viewpoint that manipulates the reader's perception about a certain idea.

Another regular type of manipulation at sentence level is “omission or deletion” – overlooking certain information and items that the reader will not realise is missing (Huckin, 1997, p. 39). Texts can employ alternative words that raise the question ‘What could have been said that was not, and why not?’, while structuring it such that the reader thinks about it in a particular way by using “selective voices” and omitting “other voices” to make the reader believe that “certain points of view are more correct, legitimate, reliable, and significant” (McGregor, 2003, p. 5). “Omission or deletion” transpires most often through nominalisation and the use of passive verbs (Huckin, 1997, p. 39). In some cases silences in the text show vast ideological suppositions. “Omissions or deletions” relate to the author’s deliberate removal of information from a sentence (Huckin, 1997, p. 39).

“Presupposition” can also occur at sentence level by using “persuasive rhetoric that can be used to convey the impression that what an agent of power says carries more weight” (McGregor, 2003, p. 5). “Presuppositions” are extremely manipulative, because they are not easy to challenge (Huckin, 1997, p. 39). Readers are unwilling to query statements that the writer appears to be taking for granted (Huckin, 1997). “Presupposition” allows one to employ phrases that assume certain facts without question, as though there is no other option. “Presupposition” is a linguistic strategy that can be used to control readers at the word/phrase level (Huckin, 1997, p. 39). It can also be communicated through sentence structure.

As part of the analysis, the fieldworker went through the text in great detail, focusing on sentences, phrases, and words (Huckin, 1997). To reach this degree of analysis, the following steps were performed: concentrating on how a sentence is “framed”, which is referred to as “topicalisation”, whereby the decision to place a particular sentence in “the topic position”

controls the reader to think in a particular way (McGregor, 2003, p. 5). Topicalisation tools are also employed to spot words and sentences within subheadings, capitalised words, blocks and tables, and highlighted words in the textbook. Topicalisation is the position or the location of a section at the commencement of a sentence that gives it significance or focus (Huckin, 1997, p. 39).

Insinuations are tools that are “slyly suggestive, carrying double meanings”, giving the author authority to willingly show that there was no “intention to mislead” (Huckin, 1997, p. 84). Insinuations can be powerful basics in any type of discourse, and when the evidence, or the way in which the evidence is presented is questioned, the creator of the discourse can deny any responsibility.

Words can be employed to “convey strong meaning – connotations, makes the argument that these connotations are not always, or seldom, in the dictionary, but often assigned based on the cultural knowledge of the participants” (McGregor, 2003, p. 5). Connotation refers to the family and nuances of meaning that go beyond employing a dictionary for a definition. A particular kind of “connotation” is found in code words – words whose nuances of meaning are meant to be understood only by a division of certain people (Huckin, 1997, p. 93). Connotations draw from the common use of a word or phrase in a meticulous kind of background/context.

Connotations linked with one word, or through descriptions and figures of speech, can turn the uncritical viewer’s mind (McGregor, 2003). The use of the term ‘lobbyist’ instead of ‘activist’, for example, sends a message. A lobbyist is opposed to something, whereas an activist is attempting to bring something to light. When the news portrays peace activists as protesting against the regime and the corporate establishment, it may reflect negatively on them. Connotations are meanings that are not necessarily contained in the terminology, but are frequently assigned based on the members’ cultural understanding; they can also be linked to specific words (McGregor, 2003).

Another concept that is occupied by the body of the text is the register; particular words can send register. Do the words ring true? Writers can deceive readers by affecting a false “register”, one that causes disbelief and uncertainty (Huckin, 1997, p. 93). The register can be affected by

“choice of person – first person (I, me, my, we, our), second (you and you’re), and third (he, she, they, their, his, hers, him, her)” (McGregor, 2003, p. 6). Particular words can imply that what is written are spoken rings true.

The register of words employed, like ‘motivating, ‘remarkable, and ‘considerate’, feeds into the image. Register points to the linguistic approach of a discourse that connects it to a specific prolix activity (Ekström, Patrona & Thornborrow, 2018). Scholarly writing comprises a different register, as does newspaper writing. The register appears as unshakeable, not only by word and phrase procedure but also by sentence construction. Moreover, register also indicates a “text’s level of formality or informality, its degree of technicality, its subject field” (Huckin, 1997, p. 84).

The introduction of certain words to create a sense of inevitability and power is called modality (McGregor, 2003), and the “tone of doubt or surety is introduced by using words such as may, might, could, will, can, must, it seems to me, without a doubt, it is possible that, maybe, or probably” are employed to form hesitation or security (Huckin, 1997, p. 84). Other words are introduced to show a voice of power that is not to be challenged. Modality can also be associated with hedging terms such as “may perhaps, could, perchance, is, undoubtedly, must or can ‘I think’, ‘kind of’, ‘sort of’, ‘seems’ or ‘often’” (McGregor, 2003, p. 9). Figure 1 indicates the principles provided by Huckin (1997, p. 4), who recommends that analysing the text as a whole is a valuable entry-point into CDA, because “this is usually where textual manipulations have their most powerful effect”. As previously stated, the model depicts Huckin’s (1997) methods for analysing and unpacking the unknown ideological foundation within language and sentences. The arrows in the model indicate that the text must be analysed using the tools provided.

Framing instrument in cylinder figure 1 below with blue colour, accent 1, which deals with the content of a text as it is introduced, the type of viewpoint (angle, inclination), and the angle or spin that the writer applies to a text about legislation, an act, ruling, regulations, laws, rules, constitutions, and bills.

Foregrounding/backgrounding instrument, in cylinder figure 1 below with olive green colour, accent 3 that deals with using headings and phrases to highlight ideas and give them textual

significance, either by their physical placement, size or prominence concerning the legislation, act, ruling, regulations, laws, rules, constitutions and bills, Number three is omission or deletion instrument used to analyse and deconstruct words and sentences relating to legislation and related” concepts.

Presuppositions instrument in cylinder figure 1 below with purple colour, accent 4 that is employed in denoting assumptions, conjectures and opinions; some language may be used that disregards certain facts, as if there is no substitute concerning legislation, acts, rulings, regulations, laws, rules, constitutions, and bills, Topicalisation instrument in cylinder figure 1 below with orange colour, accent 6 that is employed to spot words and sentences within subheadings, capitalised words, blocks, tables and highlighted words to create a perspective that influences the reader’s” perception.

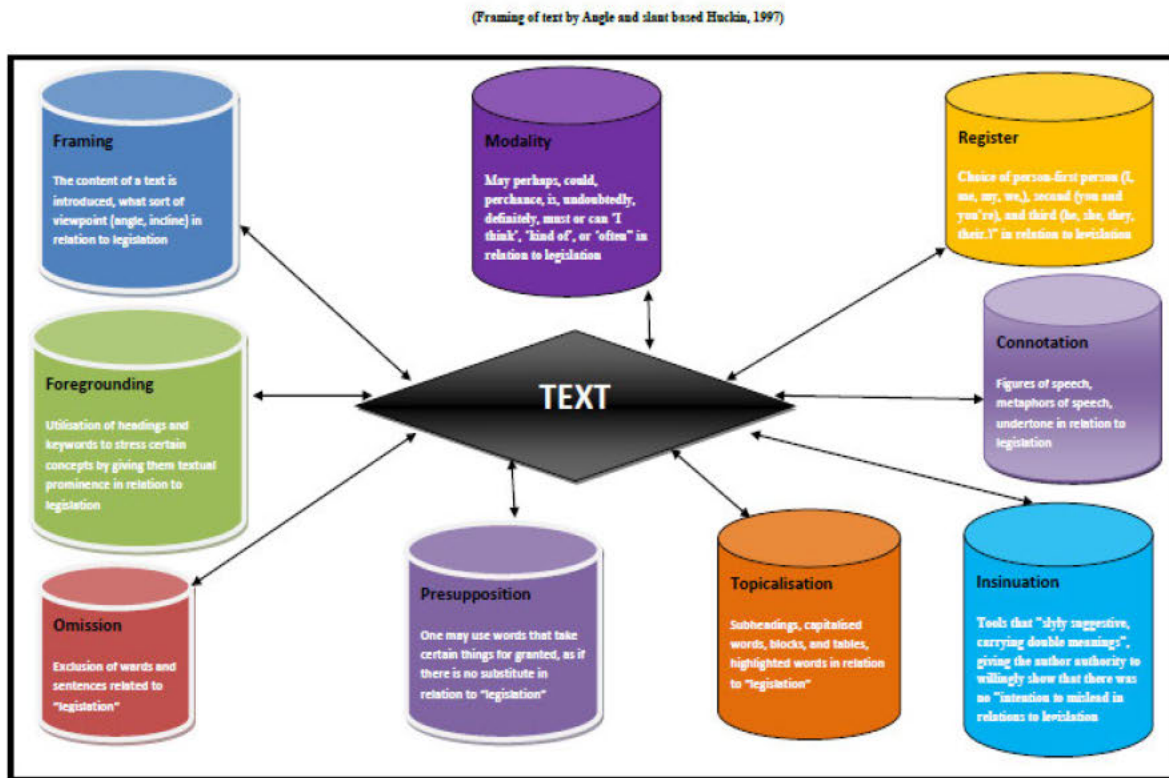


Figure 1: Framing elements in analysis of Grade 12 Business Studies textbook wording and sentences.

Insinuation instrument in cylinder figure 1 above with aqua colour, accent 5 that deals with suggestive terms carrying double meanings, giving the author authority to willingly show that there was ‘no intention to mislead’ in relation to legislation and the related concepts. Number seven is a connotation instrument that cites metaphors of speech, figures of speech, and undertones that are employed, in order to unpack and examine legislation, acts, rulings, regulations, laws, rules, constitutions, and bills.

Register instrument in cylinder figure 1 above with yellow colour, that cites the choice of person – “first person (I, me, my, we,), second person (you and you’re), and third person (he, she, they, their) and a text’s level of formality or informality” concerning legislation and the related concepts (McGregor, 2003, p. 7). Lastly is the modality instrument in cylinder figure 1 above with olive green colour, accent 3 that deals with words and phrases like perhaps, will, may, could, perchance, is, undoubtedly, must or can, I think, kind of, or often concerning legislation and related concepts. To summarise, the model depicts how written text is analysed using Huckin’s (1997) tools for analysing words and sentences linked to legislation, acts, rulings, regulations, laws, rules, constitutions, and bills.

3.9 Compliance with ethical issues

Ethical considerations need to be kept in mind throughout the study process, from the design stage through to the point when the findings are disseminated (Hersh, Israel & Shiggins, 2021). Grade 12 Business Studies textbooks are the subject of my research, which are in the public domain, are attainable and visible, implying that the fieldworker can obtain them without difficulty and that they are available for public consumption. Validity and reliability are not part of the framework that will be used for triangulation purposes, because this study will not use human subjects.

The objective was to be prejudice-free and to take advantage of the participants, which were the textbooks. My research was focused solely on text analysis. The goal of reflexivity is to increase rigour in research by questioning the fieldworker’s genuineness (Hayre, 2021). Furthermore, when comparing studies that connect individuals, ethical considerations are critical – including when dealing with textbooks. Textbooks may focus on ethical practice as an episode, such as obtaining informed permission, and academics advocate for ethics to be handled as a process

rather than being envisioned and assigned as part of beginning steps of an inquiry (Dixon & Quirke, 2018).

3.10 Positionality of the fieldworker

In order to conduct ethical research, it is crucial to pay attention to positionality, reflexivity, the production of knowledge, and the power relations that are present throughout the research process (Cuevas-Parra, 2021). Positionality refers to a person's worldview and the stance they have taken in connection to a certain research task (Holmes, 2020). The individual's worldview, or 'where the researcher is coming from' concerns ontological assumptions (the nature of social reality), epistemological assumptions (the nature of knowledge) and assumptions about human nature and agency (Hampton, Reeping & Ozkan, 2021). For that reason, the positionality that fieldworkers bring to their work, and the personal experiences that shape what researchers bring with them to the research context may have an impact on their choice of processes and their interpretation of outcomes, their choice of processes, and their interpretation of outcomes (Bolade-Ogunfodun, Richmond Soga & Laker, 2022).

The fieldworker is South African citizen who was born during the apartheid era where the government of the time used legislation to racial segregate people according to their race colour. The different racial groups were physically separated according to their location, public facilities and social life. Apartheid institution classified citizens into one of four racial groups; black, indian, coloured (non-whites) and white (Tewolde, 2020). The fieldworker was coming from a big family where his father was married five wives (polygamy). The apartheid legislations in particular did allowed a Black man to have more than one wife (Budlender, 2021).

The fieldworker grew up in a patriarchal African Black household where his father was the head of the family and made the decisions about the family and our day-to-day life. The fieldworker and his brothers were told at a young age by their father that work of a Son (boy) in the family was to look after the father's cattle's. The rules and law of the home was that boys needed to provide father's cattle's with plenty of clean water and collecting the cattle's from the grazing land. The fieldworker once asked his father why his owning the cattle. His father told him that:

I keep cattle because in Zulu culture cattle are known as the bank. Cattle help me to plough my land. Some of my cattle are good for selling, while others are good for slaughtering. My herd has grown to 80 cattle from the few cattle I bought from people here, and others which I received as bride wealth (ilobolo) for my daughters. These days' people just buy cattle for rituals and to pay ilobolo. People who do not have cattle can use someone else's oxen to plough their land. This is a very old custom. People don't pay but exchange labour by helping others to plough their fields. If you don't have cattle, life is not good because cattle are a person's bank, though it may not be a problem for those who work in the city and put their money in the bank.

When we were not complying with our Father's laws and regulation of looking- after his cattle's. The punishment was that we were not allowed to eat, to go to school and to sleep in house until we return with all his cattle's. In addition, if he saw you entering the house having not brought his cattle back, he would beat you up beaten up by him. Sometimes we used to sleep in the bush when we were not finding one or more of his cattle's'. The fieldworker and his brothers named their father as (Azibuye) meaning bring my cattle's. This is how the fieldworker learned the importance of compliance the hard way and his understanding of legislation is grounded on the traditional Zulu ethnic and cultural background based on how he was brought up as a child

The fieldworker's mother was a vendor in the close by campiness. She used to sell fried fish, cooked food, and boiled corn depending on the season of the year. The fieldworker used to assist his Mother during school holidays. The mother of the fieldworker told him that stealing was not allowed in her work, which was rule number. In other words, this rule was a golden rule. Other rules was honesty, respect and integrity to her work because she was selling to support the fieldworker and siblings

The fieldworker can carry out two significant jobs by stating his/her positionality and incorporating reflexive efforts: firstly, acknowledge the inherent subjectivity of any research viewpoint while preventing the study's findings from being overly influenced by my own subjectivity (Holmes, 2020). Secondary, to emphasise to readers that political undertones are present in language, which must be consistently and reflexively acknowledged for research to

have an impact (Secules et al., 2021). This research is situated in the critical theory; therefore, fieldworkers' ontology is that reality is socially constructed. The knowledge in school textbooks that is regarded as important and beneficial for learners is influenced by the political, ideological, or moral beliefs of the educational system and the wider society in which they are produced (Asif et al., 2020).

From primary to secondary school, the fieldworker walked to school about 15 to 20 kilometres daily. Sometimes in the early grades that is primary the fieldworker used to walk barefooted because in his home. The shoes were purchased once a year. In primary and secondary the fieldwork was forced to keep time of early arrival at school because school rules and policy did not allow the late coming of learners. Sometimes when they failing to comply with the school rules they were return home to call parents, gate closed or they were punished by the teachers.

In grade 10-12 the fieldworker was doing Business Studies as subject for learning. He was taught by his teachers to comply with the rules and regulations of the subject in order for him to pass the subject. The fieldworker is a qualified Business Studies teacher with an undergraduate degree, who also is a deputy head of school with experience in teaching the subject in Grades 10 and 11 for the past 15 years. The fieldworker participates in the teaching, marking, analysis, and evaluation of students work as well as their learning of Business Studies. The fieldworker assisted teachers who taught the Business studies at Grade 12. As a deputy head, he was responsible for monitoring all subjects in school. Although the fieldworker taught Business Studies to learners in Grades 10 and 11, he does not believe his position had a substantial impact on this study. Also, textbooks for Business studies in Grade 12 are unique artefacts and a form of public knowledge that represent the broad discourse that permeates a culture at any given time (Kyriazi & Vom Hau, 2020).

3.11 Summary of chapter three

This chapter outlined the research design and methodology that were adopted in this study. The qualitative approach, and CDA were discussed, followed by an outline of reflexivity, a description of the sampling technique and limitations of the study, the process of CDA analysis and how it was guaranteed in this study, and ethical considerations.

Under the direction of Huckin (1997), the next chapter focuses on conceptualising the depiction of the topic of legislation in Grade 12 Business Studies textbooks in RSA, using the ideas and processes of CDA. The chapter indicates that the perspective of the text is analysed, looking at the intersection, slope, or edge as per Huckin (1997). The meaning of a manuscript is obtained “not just from the words-on-the page but also from how those words are used in a particular social context” (Huckin, 1997, p. 80). The instruments used by the study in its analysis in the following chapters are, “Register”, “Connotation” and “Modality” (Huckin, 1997, p. 91, 93).

CHAPTER FOUR

PRESENTATION OF DATA: INSTRUMENTS OF REGISTER, CONNOTATION AND MODALITY

4.1 Introduction

The previous chapter outlined the research design and methodology, and explained the different levels of analysis and the process followed in analysing the representation of contemporary legislation in South African Grade 12 Business Studies textbooks. Leaning on the methodology outlined in Chapter Three, this chapter presents an analysis of the discourse pertaining to legislation as presented in Business Studies textbooks.

The plan of action followed by the fieldworker in this study was to conceptualise the representation of the topic of legislation in South African Grade 12 Business Studies textbooks, channelled by the principles and procedures of CDA under the guidance of Huckin (1997; McGregor, 2003). The study analysed the perspective of the text, in other words, the intersection, slope, or edge (Huckin, 1997). This chapter describes the analysis using the following instruments register, connotation and modality (Huckin, 1997; McGregor, 2003).

A comprehensive analysis of each instrument, guided by Huckin (1997; McGregor, 2003), is provided, and uses the following abbreviations of the pseudonyms of the data sources (six Grade 12 Business Studies textbooks): MAN denotes textbook Manyonyo, MBE textbook Mbedu, MHL textbook Mhlaluka, NGW textbook Ngwekazi, MAK textbook Makhosonke, and VEL textbook Velanokwakhe. Extracts are presented as they are extracted from the textbooks. For example, if a word is presented in a particular colour in the textbook, sometimes blue, yellow or green.

To reiterate, the research questions are as follows:

1. What are the representations of the discourse on contemporary legislation in South African Grade 12 Business Studies textbooks?
2. How is contemporary legislation represented in South African Grade 12 Business Studies textbooks?

3. Why is contemporary legislation represented in South African Grade Business Studies 12 textbooks in the way it is?

4.2 Register

Another concept considered in the body of the text is “register”, which is referred to by CDA (Huckin, 1997, p. 96; McGregor, 2003, p. 6). Particular words or the full text can “convey register” (McGregor, 2003, p. 6) Writers can deceive readers by affecting a false register, one that causes disbelief and uncertainty (Huckin, 1997). The register can be affected by “choice of person - first person (I, me, my, we, our), second (you and you’re), and third (he, she, they, their, his, hers, him, her)” (McGregor, 2003, p. 7), and can be used to imply that words that are used ring true. The register of words employed feeds into the image being conveyed, and indicates the linguistic approach of a discourse that connects it to a specific proximal activity (Ekström, Patrona & Thornborrow, 2018). Register also indicates a “text’s level of formality or informality, its degree of technicality, its subject field” (Huckin, 1997, p. 84).

4.2.1 Compliance as a linguistic form

The following section proceeds to discuss the sub-theme of compliance as a linguistic form of register, which applies to the prescriptions for behaviour which are imposed for compliance, that a person or business is subjected to (Suhariyanto, Mustafa & Santoso, 2021).

The findings from the CDA indicate that the extracts from the books (MAN, p. 18; MBE, p. 16, 17) given in Appendix C refer to conditions pertaining to compliance that may convey register. Compliance is defined as “conforming to a rule, such as a specification, policy, standard or law” (Chiwendu & Osimiri, 2020, p. 147). As discussed with reference to these extracts, register can present words that are written as being true. Compliance is meant to be a top priority for businesses (Aleksavska, Schillemans & Grimmelikhuijsen, 2022).

The findings state that South African businesses need “specialist knowledge which the South African labour laws require” (MAN, p. 18). The text presents the possessive pronoun “their” which is linked to the word “laws”. In terms of register, the use of a possessive pronoun is problematic. This extract (MAN, p. 18) appears to be certain that most large businesses are in possession of knowledge to conform to the requirements of South African labour laws. The

problem with such apparent register is the certainty in the language – which may not always be indicative of a true situation, as businesses are guided by the macro environment.

Most large businesses will have had to restructure their human resources departments to accommodate the additional workload and need for specialist knowledge which the South African labour laws require.

Extract from MAN, p. 18.

According to MBE (p. 16(1)), in the case of South African business, “they comply with the standards of the International Labour Organisation (ILO)”. The text presents the pronoun “they” which is linked to the concepts of “Act” and “constitution”. In terms of register, again the use of “they” is uncomfortable, and the text can encourage the reader to believe in a certain perspective. The text may incidentally be implying that this is about other people – in this context, workers. However, not all South Africans support the labour legislation (BBBEE Act (No. 53 of 2003) as updated), and because the BBBEE Act appears to be unfair and discriminatory, it does not comply with the standards of the ILO. The BBBEE Act was passed on racial grounds, to discriminate against white male people in RSA (Pirtle, 2021).

The nature of the Basic Conditions of Employment Act (BCEA) is to help to ensure that all workers have rights to the fair labour practices in the Constitution by regulating the basic conditions of employment in South Africa so that they comply with the standards of the International Labour Organisation (ILO).

Extract from MBE, p. 16(1).

MBE (p. 17(1)) states that “If employers do not comply with the Act, their businesses could face fines and legal action from Labour Court”, once again presenting the possessive pronoun “their”, which is linked to the word “Act”. In terms of register, the use of a possessive pronoun can control the reader’s confidence about the certainty of the text in this extract of the book. It appears that this extract of the book shows that businesses are in possession of what is necessary to conform to the prerequisites of the South African Labour Act.

If employers do not comply with the Act, their businesses could face fines and legal action from Labour Court. Employers could also be imprisoned for up to three years for an offence in terms of Sections 43, 44, 46, 48, 90 or 92 of the Act. Section 90 deals with keeping employees' information confidential and Section 92 deals with obstructing the work of a labour inspector or of anyone carrying out functions in terms of the Act.

Extract from MBE, p. 17(1).

In NGW (p. 6) it states that “The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand”, which is an example of accordance. The text presents the possessive pronoun “their”, which is linked to the word “Act” and might influence the reader’s perception about the concept of “Act” in this context.

The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. It may amend and repeal laws related to labour relations to facilitate sound labour relations. The Act also covers Section 27 of the Constitution which states that everyone has the right to have access to healthcare services, sufficient food and water, and social security.

Extract from NGW, p. 6.

MBE (p. 17(2)) also indicates that “Protected industrial action is industrial action that complies with rules set out in the LRA”. The text presents the pronoun “is”, which is linked to the concept “rules”. In terms of register, this might influence the reader’s perception of the concept that “is” in this context. The extract also presents the possessive pronoun “their” linked to the concept of “rules”. In terms of register, the use of a possessive pronoun might influence the reader’s perception of complying with the rules. Thus, the use of text can encourage the reader to believe in a certain perspective.

Protected industrial action is industrial action that complies with rules set out in the LRA. Unprotected industrial actions does not comply with the rules in the LRA and is illegal, so workers who lose their jobs for participating in unprotected industrial action are not likely to get their jobs back.

Extract from MBE, p. 17(2).

The act of accepting a certain legislation, regulation, or rule and behaving in accordance with it is known as compliance (Suhariyanto, Mustafa & Santoso, 2021). In addition, compliance is a condition of being as per rules which are set up, established guidelines or stipulations. Moreover, compliance is defined as “conforming to a rule, such as a specification, policy, standard or law” (Chiwendu & Osimiri, 2020, p. 147). Furthermore, compliance alludes to a business’ effort to guarantee that it and its representatives adhere to lawful and regulatory prerequisites, industry practice, and the businesses own internal policies, norms and standards (Root Martinez, 2019).

Compliance is expected to be a major concern for businesses (Nali, Purushothaman & Mackey, 2022), partly because of an ever-increasing number of regulations, that requires businesses to be watchful of maintaining full comprehension of the regulatory compliance requirements. Compliance may reduce or acquit a business of fines, penalties, law suits or even closure. Compliance is been defined in its business sense to mean a company meeting its legal obligations, often to protect the health, safety and welfare of others.

However, compliance has its own shortcomings, because compliance may sometimes fail. While shortcomings of compliance occur, organisations unavoidably end up focusing on how the compliance programme itself failed (Root Martinez, 2019). Furthermore, the organisations can execute a compliance programme that will make ensure that future, parallel transgressions do not happen. Organisations should have a compliance procedure which is effectively and regularly performed by an individual, department, or outside authority. It is vital that the compliance stage is cautiously measured when engaging in compliance actions (De Beuf, de Vogel & de Ruiter, 2020). There are compliance officials who are responsible for preventing misconduct within their particular organisations, who must evaluate each and every decision as a stage in the compliance process.

There are four distinct stages within a compliance process, “prevention, detection, investigation, and remediation” that try to prevent shortcomings in an organisation (Root Martinez, 2019, p. 220). First is the prevention stage, that includes actions undertaken to stop compliance shortcomings from happening within an organisation. Prevention may occur by not allowing approval of certain information; for example, an inspector may refuse to endorse particular assertions if they do not match regulatory or organisational norms and standards (Borraz et al.,

2022). Prevention includes creating structures and policies that will prevent conduct that might contravene lawful directives from happening within the organisation.

Secondly, the detection stage in compliance includes an organisation's guiding principles that are intended for identifying wrongdoing, hazards, or mistakes within its line function (Martinez, 2020). The detection stage is difficult, because the organisation is obliged to notice when an official acts outside of the restrictions of internal guidelines. This is set up as part of the organisation's preventative efforts, but must also notice possible hazards that may result in damage to third parties or itself.

Thirdly, the investigation stage in compliance includes an organisation's guidelines, norms and standards targeted at determining the existence of these and, if appropriate, the scope of the shortcoming in compliance (Jordanoska, 2021). Investigation needs to discover the evidence surrounding the shortcoming. Decision makers in the organisation are vested with enough information to make informed decisions about suitable next steps. The compliance investigation stage is usually complicated, since it must begin with the detection stage and frequently continues after the organisation has begun its repair process (Kara & Aydos, 2022). The significance of this investigation stage cannot be overemphasised. Shortcomings in the investigatory stage, just as with prevention and detection, can be overwhelming for organisations.

Finally, a master strategy for responding to and recovering from wrongdoing uncovered during the detection and investigation stages is included in the remediation stage of compliance (Martinez, 2020). This stage gives an organisation a chance to tackle the wrongdoing that happened in a way that is specifically targeted at addressing the compliance shortcoming entirely and comprehensively. The remediation effort might include reimbursing victims for damage caused. It may be necessary to build a robust set of policies as part of compliance remediation (Martinez, 2020) as well as strategies targeted at averting comparable wrongdoing in future, in an effort to comply with the organisation's guiding principles. Remediation is the significant last step in an organisation's effort to redress wrongdoing in its line function.

4.3 Connotation

Connotation refers to nuances of meaning that go beyond employing a dictionary for a definition. Code words have a distinct connotation, as their nuances of meaning are intended to be understood only by a select group of people (McGregor, 2003; Huckin, 1997; Brooks et al., 2022). Connotations draw from the common use of a word or phrase in a specific kind of background/context, which can be employed to “convey strong meaning but often assigned based on the cultural knowledge of the participants” (McGregor, 2003, p. 5). Words can be employed to “convey strong meaning – connotations, makes the argument that these connotations are not always, or seldom, in the dictionary, but often assigned based on the cultural knowledge of the participants” (McGregor, 2003, p. 5).

Connotations linked with one word, or through descriptions and figures of speech, can sway the uncritical viewer’s mind to believe what is presented in the text (McGregor, 2003). The news may convey a damaging reflection of those promoting peace when it paints them as protesting against the ‘agents of power’ (McGregor, 2003, p. 6). Connotations are meanings not always found in the terminology, but often allocated based on the cultural understanding of the members; they can also be associated with distinct worded phrases (McGregor, 2003). The connotation instrument that cites metaphors of speech, figures of speech, and undertones is employed to unpack and examine the terms legislation, act, ruling, regulations, laws, rules, constitution, and bill.

In an extract from MAN (p. 8, Appendix C), the text presents the word “laws”, which is linked to the figure of speech “join hands”. Figuratively the special advisor to the Minister of Labour, Herbert Mkhize, is seemingly asking the social partners to work together in defending the “laws” of the country for non-compliance. The way that the text is presented may have prospects of controlling the reader to accept that the word “laws” is important.

Special advisor to the Minister of Labour, Herbert Mkhize, has called on social partners from business, labour, and government to join hands in the war against non-compliance with the labour laws of the country.

Extract from MAN, p. 8.

In addition, the text in this extract has used the metaphor of “war” to instruct the social partners in defending the “laws” of the country for non-compliance. According to experts, war is a condition of typically armed hostile disagreement between individuals, states, and nations (Guilmartin Jr, 2022), or an intentional worldwide armed dispute among political communities (Jordan, 2021). Moreover, war is the use of force to make your rival to do your will (Chin, 2022), and is also a conflict between political groups who are involved in hostility of a substantial duration and magnitude. The social partners are not appealed to but informed to go to war against the enemy, which is non-compliance. The way the extract is presented in the text appears to embody a contradiction between joining hands and the use of a war against non-compliance with the labour laws of the country. This extract (MAN, p. 8) may be problematic from the readers’ perspective, because it might lead them to think that the word “laws” is beyond question.

The MBE book (p. 10) had text that framed the words “The LRA brings labour legislation in RSA in line with international labour legislation that the ILO has developed”. It presents the word “legislation”, which is linked to the word “in line” with connotations of obedience, potentially providing connotations in the reader’s mind that the South African “legislation” follows that of the ILO. The challenge is that the text (MBE, p. 10) is claiming that South African labour legislation is in accordance with international labour legislation that the ILO has developed, while there is a disagreement between the two. Not all South Africans support part of the labour legislation (BBBEE Act (No. 53 of 2003) as updated), because it appears as if it is unfair and discriminatory – and is not *in line* with international labour legislation. The BBBEE Act segregates against white persons in RSA because it was passed based on racial grounds (Pirtle, 2021), which goes against the UN Declaration of Human Rights (Sine & Fransiska, 2022).

The LRA brings labour legislation in South Africa in line with international labour legislation that the ILO has developed.

Extract from MBE, p. 10.

Article 7 reiterates the fact that all human beings are equal before the eyes of the law and are permitted, without any form of discrimination, equal safeguarding by the law. Human beings are allowed to equal protection against any form of prejudice in infringement of the UN Declaration. To reinforce the above article, the UN Declaration proclaims that everyone has the right to effective treatment for acts contravening the basic rights approved by the law (Freeman, 2022). In the way in which the extract (MBE, p. 10) was presented, it seems as if the text may be seen as controlling the reader in accepting the word “legislation”.

An extract from MBE (p. 17(3)) presents the word “law” in a sentence where it is linked to the words “in line”, which might offer connotations to the reader that the South African “law” is following international standards. Metaphorically, the text also indicates that RSA is an attractive option for foreign companies because of her labour law. The connotation that is employed by use of the word “attractive” in the extract is that it usually describes things, places, and people – when used to describe a woman or child, it means beautiful. Problematically, not all South African labour law appears to be “in line” with international standards; for example, in RSA BBBEE discriminates against white males in particular, not because of offences they committed, but because of their race (Carrim, Scheepers & Moolman, 2022). The UN Declaration declares that human beings are comparable in dignity and rights and further should act towards one another in a spirit of companionship (van Schalkwyk & Krüger, 2019). Article two of the UN Declaration goes on to allow everyone access to all rights without any differences of any type (Carroll et al., 2018).

It brings South Africa’s labour law in line with international standards, which makes South Africa an attractive option for foreign companies.

Extract from MBE, p. 17(3)

In a previously cited extract from the book (MBE, p. 17(1)), the word “Act” is linked to the phrase “face”. The face is a metaphor; the human face has become a symbol of personal interaction since it is so significant in personal expression (Wu, Chen, Wang & Zhou, 2022). In a social context, a person’s face is the public image that they desire to present (Monteiro, 2022). Moreover, the face represents an individual’s claimed sense of constructive image in the context of social interaction. Face is the positive social value that a person effectively claims for himself

based on the line that others perceive that they have has taken during a given interaction (Almusallam, 2022).

The extract from the book (MBE, p. 17(1)) indicates that if employers do not comply with the “Act”, employers and their businesses may directly face consequences of legal action from the Labour Court. Additionally, employers could be “imprisoned” if they are not complying with the Act, which might have a negative impact on the business. Metaphorically, “imprisonment” explains the prison in terms of portraying the prison experience generally found in narratives that are set in prison (Fludernik, 2019). The metaphor “imprisonment” stresses the fact that the inmate finds himself in a protected place that allows them to get on with their life. In a figurative sense, the existence of prisons emphasises how, even in a free environment, people can be imprisoned or constrained by particular circumstances (Dolovich, 2022). Consequently, having to live in a broken-down house is presented as being parallel to one’s imprisonment in a cell. Society may resemble a jail, since it sometimes involves people’s indifference, and a prison can also reflect the womb and grave, because the person is in a closed setting (Shakespeare & Raffel, 2022).

The inward journey into jail is depicted as an admission into the maternal body, which implies condescension and reliance, as well as the possibility of rebirth (Fredriksson, 2021). However, when the father of a fieldworker was a political prisoner in the early 1970s, he saw that inmates are cut off from the outside world and experience social death in prison, and he saw the inward movement into prison as an entrance into a gloomy grave (McCann, 2021; Njoku, 2021). The connotation of “imprisonment” is also aligned with a statement that indicates that in prison everything comes down to a simple choice (Melossi & Pavarini, 2018) – the choice of whether to live or die which is up to the inmate to decide (Avieli, 2021).

In an extract from MAK (p. 13), the word “legislation” is linked to the phrase “equal footing”, which may motivate the reader to believe that the word “Act” is essential. It seems that the word “legislation” is regarded as a panacea [universal remedy] in solving the labour matters of the past and present, because the text might indicate that “legislation” is empowering employers and employees equally. Figuratively speaking, equal footing is where everyone has an equal chance. However, the legislation of the apartheid past did not put the employer and employees on an

equal footing, and one can exploit the reader to acknowledge that the concept of legislation can be used by some to suppress others.

This amounts to a major break with the attitudes and the master-and-servants legislation of the apartheid past, putting employers and employees on an equal footing in the resolution of disputes - at least in terms of conciliation and arbitration.

Extract from MAK, p. 13.

4.4 Modality (instrument)

The introduction of certain words to give a sense of inevitability and power is called modality (McGregor, 2003; Huckin, 1997; Ahearn, 2021). The “tone of doubt or surety is introduced by using words such as may, might, could, will, can, must, it seems to me, without a doubt, it’s possible that, maybe, or probably” to form hesitation or security (Huckin, 1997, p. 84). Certain words can be introduced to show a voice of power that deflects being challenged, or modality can also be associated with hedging terms, such as “may perhaps, could, perchance, undoubtedly, must or can ‘I think’, ‘kind of’, ‘sort of’, ‘seems’ or ‘often’” (McGregor, 2003, p. 9).

4.4.1 Regulations

The extract from NGW, p. 15 below shows how the text has presented the word “may”, which could have created a tone of doubt that the “Act” does not compel a Trade union/s and the organization/s to form a bargaining council.

***Purpose:** For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important piece of legislation. However, the purpose of the Act covers more than that-it promotes economic development, *social justice*, labour peace and the *democratisation* of the workplace through the following:*

Other organisational rights provided by the Act are time off (usually unpaid) to participate in trade union activities (e.g. meetings), and the right of trade unions to have union membership fees deducted from salaries.

*For this purpose the Act allows for *bargaining councils*-a trade union (or more than one) and an employers’ organisation (or more than one) may form a bargaining council.*

Extract from NGW, p. 15.

This extract NGW (p. 15) may manipulate the reader to assume that the Act does not have power over trade unions and employers' organisations. The way in which this text is presented makes it seem that the text has misused its social power. CDA has taught us that one needs to explore social misuse of power by those who have the power to use the written word.

Another extract from NGW (p. 6) employs the expression “may”, whereby the text might have brought uncertainty to the reader's mind that the Labour Relations “Act” is not obliged to amend and repeal laws related to labour relations in order to facilitate sound labour relations. This could lead to a reader not trusting the “Act”, which might have a negative result for society.

The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. It may amend and repeal laws related to labour relations in order to facilitate sound labour relations. The Act also covers Section 27 of the Constitution which states that everyone has the right to have access to healthcare services, sufficient food and water and social security.

Extract from NGW, p. 6.

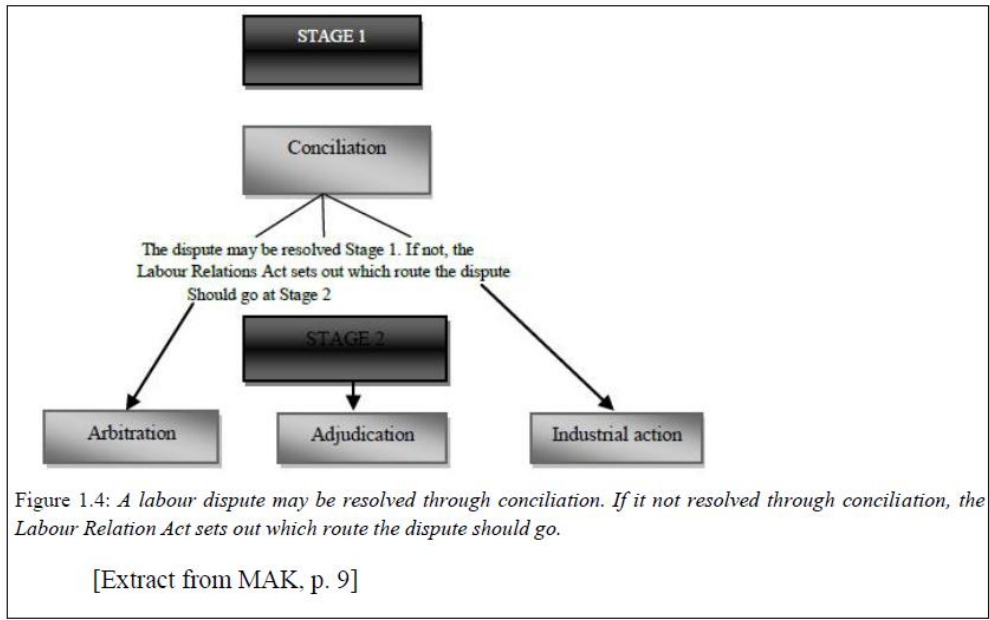
Another extract from MAK (p. 6) presents the term “must”, which might have created a tone of firmness and may show a voice of power – as in do not confront me, what is written is final. It seems from this extract that the Act is definite in informing the business that it is bound to record minimum information set by the “Act”. The text can encourage the reader to believe that the Act gives more power to the business, which is not the case, since the employees are also considered.

The Act gives details about the minimum set of information that a business must record.

Extract from MAK, p. 6

CDA is largely interested in understanding dense as well as transparent structural relationships of supremacy, discrimination, power, and control. When these are disclosed in language usage, it can be spoken or written (Gjerde, 2021; Peters, 2022). The fieldworker is motivated by the desire to empower society so that their true interests may prevail through changes in the way that text is presented in these textbooks.

In an extract from MAK (p. 9), the text presents the term “may”, which might create a tone of ambiguity regarding the reader’s understanding that the labour relations “Act” is not compelling that labour disputes be resolved through conciliation. This can result in a reader not putting their faith in the “Act”, which might have a negative result for society. CDA has taught us that we must guide against the abuse of language usage because it is possible that those who are in power can create social inequality – articulated, established, and legitimised by language use.



An extract from MAK (p. 5) showed that the text presents the term “often”, which may have created a tone of ambiguity in terms of the reader’s perception about the term “Act”. This might create hesitation in the reader’s mind to challenge the “Act” because the BCEA protects the rights of domestic workers and farm workers against exploitation.



However, CDA guides society by empowering members to investigate how practices, events, and texts arise out of and are ideologically shaped by relations of power and struggle over power. CDA examines how the capability of these discourse-society relationships is a factor in securing power and hegemony (Moronfoye, 2021). Furthermore, CDA is concerned with the abuse of social power by privileged individuals, organisations, or individuals, resulting in social injustice (Andersen, 2021). Correspondingly, CDA looks at how language can be used to manipulate and resonate with as well as to justify, publicise, persecute, conceal, control, and distort (El Skaf, 2021).

An extract from the book VEL (p. 10) presents the expression “can”, which might have created a tone of suspicion regarding the readers’ understanding that there is no guarantee whether the Labour Appeal Court will or will not hear and rule on appeals or final decisions of the Labour Court. It appears as if the Labour Appeal Court is not forced to hear and rule on appeals. The way this extract presents the text seems to give it the potential to yoke the reader into believing that the word “rule” may sometimes be confusing.

The LRA has established two courts of law to deal specifically with labour disputes.

The Labour Appeal Court can hear and rule on appeals or final decisions of the Labour Court.

Extract from VEL, p. 10.

In another extract from VEL (p. 11(1)), the text presents the word “will” twice, which might have created a tone of assurance that employers and employees will benefit from the LRA. The text appears to have established an obvious imbalance in relationships. Texts may use distortion in order to enact, find, characterise and, in certain circumstances, allow and manage readers (Portela, 2022). In this instance, the reader may consider that the concept of “Act” will not be challenged in this context.

Relations Act that will be beneficial to employers and the advantages that will be beneficial to employees.

Extract from VEL, p. 11(1).

A further extract from that page (VEL, p. 11(2)) also presents the word “will”, which may have created a tone of surety that the members have to agree on the council’s constitution and register the council, which might not be the entire truth. The way the text in this extract is presented has the potential to lead the reader to believe whatever it is claiming. The writings and text might be influenced by the values and social positioning of the dominant groups in society to control the reader.

The members will agree on the council’s constitution and register the council.

Extract from VEL, p. 11(2).

Another extract from that page of VEL (p. 11(3)) employs the word “will”, which might create a tone of assurance in the reader’s mind that the Commission for Conciliation, Mediation and Arbitration (CCMA) inevitably acts as an arbitrator to disputes that will be not resolved by conciliation or mediation. The text appears to have generated an obvious imbalance here, and could influence the reader to consider that the concept “CCMA” will not be challenged in this context.

If a dispute cannot be resolved by conciliation or mediation, the CCMA will act as arbitrator.

Extract from VEL, p. 11(3).

An extract from (p. 12(1)) of VEL presents the word “can”, which might have created a tone of uncertainty as to whether The Labour Appeal Court has the supreme power or not to rule on all appeals and any questions arising from proceedings of the Labour Court. Moreover, this extract also may cause doubt about the Labour Appeal Court ruling on appeals and any questions arising from proceedings of the Labour Court.

The Labour Appeal Court can rule on all appeals and any questions arising from the proceedings of the Labour Court.

Extract from VEL, p. 12(1).

However, if it appears to the reader that the “rule” does not force the Labour Appeal Court to rule on all appeals and any questions arising from the proceedings of the Labour Court, this could leave the reader in limbo about whether or not to trust the “rule”, which might have a

negative result for society. CDA has taught us that we must guide against the abuse of language usage because it is possible that those who are in power can create social inequality, since it is articulated, established, and legitimised by language use. It can also make it impossible to comprehend and unmask any inequality that might occur in society. The fieldworker believes that words placed in the text are authoritative, and that they have the capacity to impart messages that are recognised as true – even though they may not be.

A further extract from this book (VEL, p. 12(2)) presents the word “will”, which might have created a tone of guaranteeing (to the reader’s understanding) that each of the participants in a specific labour relationship is required to fulfil their regulatory function in terms of the Act, regardless of any circumstances in this context. Again, the text appears to have generated an obvious connection imbalance, distorting the text (Lawall, 2022), which could influence the reader to consider that the concept of “Act” will not be challenged in this context.

Each of the participants in a specific labour relationship will fulfil their own regulatory function in terms of the Act.

Extract from VEL, p. 12(2).

Another extract from VEL (p. 12(3)) presents the word “will” in the first line inside the text box. This may have produced a tone of reassurance to the reader that the arbitrator surely makes a final and binding ruling – which may not be the case in some instances. The text once again appears to have established an obvious imbalance in relationships, which could influence the reader to consider that the concept of “ruling” will not be challenged in this context.

The arbitrator will then make a final and binding ruling or award

Labour Appeal Court – a court that rule on any questions arising from matters heard by the Labour Court

picketing –the act of demonstrating outside a business to draw attention to grievances, or standing outside the business to prevent or dissuade other workers and/or customers from entering.

Extract from VEL, p. 12(3).

An extract from (p. 20) of VEL presents the term “must”. This might have created a tone of firmness and show a voice of power, as if what is written cannot be challenged and is final. It seems from this extract that the Act is definite in informing the business and employees that they are bound to agree in writing and by the “law” that deductions must happen. This can encourage the reader to believe that the “law” gives equal power to the business and the employees in these instances.

Deductions must be agreed in writing and in accordance with the law.

Extract from VEL, p. 20.

CDA is primarily interested in analysing complex as well as transparent structural relationships of dominance, discrimination, power, and control, which can be shown in spoken or written language (Mariwah et al., 2022). The fieldworker was driven by a desire to empower society so that their actual interests may triumph through adjustments to the way the material is presented in the book (VEL. p. 20). Additionally, through CT the study seeks to emancipate readers from being uninformed with regard to extracts from the book and the way that the text is represented.

In an extract from VEL (p. 22(1)) the term “may” is presented, which might have produced a tone of uncertainty in the reader’s mind that it is not guaranteed that workers may not be treated unfairly or victimised when demanding their rights in terms of the Act. This could leave the reader in indeterminate state about whether or not to trust the “Act”, which might have a negative result for society. CDA has taught us that we must give guidance against the abuse of language usage because it enables those who are in power to create social inequality, which is articulated, established, and legitimised by language use.

It is important to note that if workers demand their rights in terms of the Act, they may do so without being treated unfairly or victimised.

Extract from VEL, p. 22(1).

This extract is not explicitly clear as to whether workers may or may not be treated unfairly or victimised when demanding their rights in terms of the Act. The fieldworker is motivated by the desire to empower society so that their true interests may prevail, through changes in the way this extract is presented by the text.

In another extract from VEL (p. 22(2)) the word “must” is presented, which might have produced a tone of firmness, demonstrating a voice of power that invites no challenge.

The Act makes provision for Labour Inspectors who must not only advise workers and employers on their labour rights and obligations, but also carry out inspections and investigate complaints.

Extract from VEL, p. 22(2).

It seems in this extract that the “Act” is definite in informing workers and employers that labour inspectors are compelled to advise and also to carry out inspections and investigate complaints according to provisions of the “Act”. This text could encourage the reader to believe that the Act gives all businesses and employees some power. When structural links of dominance, control, discrimination, and power are expressed in language usage, CDA is primarily interested in studying structural relationships of supremacy and control (Oran, 2022).

4.4.2 Compliance

An extract from MAN (p. 19(1)) presents the word “may”, which might have created a tone of hesitation that the Act allows that smaller businesses, which cannot afford specialists, may have to pay labour law consultants to assist them. This extract may influence the reader to believe that the Act does not have the power to level the playing field for smaller and larger businesses. It also appears that the Act allows superior things for those who have money, as it mentions that smaller businesses that cannot afford specialists may have to pay labour law consultants to assist them. CDA has advised us that we need to examine the written text, because occasionally it may contain an impression of power, hegemony, belief system, or predominance (Cope, 2018).

- *The Act provides for a more simplified dispute*
- *The Act regulate trade unions which makes it easier for business to know who to negotiate with*
- *Smaller business (less than 50 employees) do not have the same strict rules regarding retrenchments as larger businesses*
- *Employ additional staff to ensure compliance with the Act - for example labour law specialists.*
- *Smaller business who cannot afford these specialists may have to pay labour law consultants to assist them*

Extract from MAN, p. 19(1).

Another extract from the book (MAN. p. 19(2)) presents the term “may” with a 60% shade of red as the background. By employing the expression “may”, the text might have produced a tone of uncertainty in the reader’s mind that the Act (the BCEA) is not sure about how many hours per week a worker may work (ordinary hours and overtime). The practice of adding value to words, words, and drawings is known as shading (Tuckerman, 2022). When performed correctly, shading can create a convincing representation. The red colour appears to represent violence, danger and anger (Young, Thorstenson & Pazda, 2018). As the text used the colour red in presenting the concept of the “Act”, it allegedly displays how language is utilised to represent power and control, a practice that further looks after the domination by those who are powerful.

The Basic Conditions of Employment Act is clear about how many hours per week a worker may work (ordinary hours and over-time) and the Act also provides for a meal interval. Do some research and answer the following questions based on the content of the Act:

Extract from MAN, p. 21(1).

Another extract from MAN (p. 21(2)) shows that the text presents the two terms “may” and “must”, and repeat the term “must”. Its use of the term “may” might have created a tone of ambiguity that the “Act” doubts the reasons for business or persons employing a child who is under 15 years of age. When there is no guarantee in the reader’s mind, it might seem that those who are in power can control society in the way they please. Textual CDA is primarily interested in studying structural relationships of supremacy and control when structural links of dominance, control, discrimination, and power are expressed in language usage (Pennycook, 2022).

The Act also states that no business or person may employ a child who is under 15 years of age.

The employee must be paid according to the agreement with the employer and deductions must be agreed to by the worker in writing or if the employer is required to do so by law (e.g. Income tax and UIF).

Extract from MAN, p. 21(2).

By using the word “must” and repeating it, the text might have produced a tone of firmness and power, giving the impression that what is written is final. It seems in this extract that the Act is definite in informing the employee and employers that they are bound to follow the agreement, and it encourages the reader to believe that this Act is important.

A further extract from MAN (p. 24(1)) presents the term “may”, which might have produced a tone of uncertainty that the Act does not force an inspector to serve a compliance order on an employer who does not comply with the provisions of the Act. This could lead to the reader not trusting the “Act” which might have a negative result for society.

*An inspector may serve a **compliance order** on an employer who is not complying with provision of the Act*

Extract from MAN, p. 24(1).

Another extract from MAN (p. 24(2)) presents the two words “may”, and “often”. The usage of “may” in the text might have created a tone of haziness regarding the reader’s understanding of the term “Act”, since the text is not explicit in telling the reader that any person convicted of an offence in terms of the Act will be or will not be sentenced to a fine or imprisonment for a period of between one and three years. It appears that it is possible that a person who is convicted can go free of fine or imprisonment. Therefore, it can be impossible to comprehend and unmask any inequality that might be occurring.

This extract (MAN, p. 24(2)) also the text has presented term “often”, which might have created a tone of vagueness to the reader’s perception about the term “Act”, and hesitation about challenging the “Act” because in many instances small businesses do not have the administrative capacity to deal with all of the requirements of the Act. However, CDA guides society by empowering members to investigate how practices, events, and texts arise out of and are ideologically shaped by relations of power and struggle over power, and to understand how the capability of these discourse-society interactions is a factor in ensuring power and hegemony (Søry, 2021).

Any person convicted of an offence in terms of the Act may be sentenced to a fine or imprisonment for a period of between one and three years.

- *Non-compliance businesses is punishable by law*
- *Part-time or casual workers do not get protection under the act*

Small businesses often do not have the administrative capacity to deal with all the requirements of the Act.

Extract from MAN, p. 24(2).

An extract from (p. 18) of MAN presents the word “will”, which may have created a tone of certainty to the reader’s understanding that South African labour “laws” requires specialist knowledge – which might not be the entire truth. From this extract in the book it appears as if

most large businesses are forced to restructure their human resources to accommodate specialists, which has the potential to yoke the reader into believing that whatever South African labour laws require, has to happen. However, CT seeks to free humanity from an environment that may perhaps yoke them, and to reveal how the writings and text might be influenced by the values and social positioning of dominant groups in society in order to control readers.

Most large businesses will have had to restructure their human resources departments to accommodate the additional workload and need for specialist knowledge which the South African labour laws require.

Extract from MAN, p. 18.

An extract from the book MBE (p. 17(4)) indicated that the text presents the term “may” twice, which perhaps creates a tone of uncertainty regarding the reader’s perception of the term “Act”. This is because the text in the extract is not explicit in telling the reader that the Act can demoralise some employers from offering formal employment, because of the possibility that employers might not comply with the Act. This makes it difficult to comprehend and unmask any inequality that might be occurring in society.

Advantages and disadvantages of the Act

- *It brings South Africa’s labour law in line with international standards, which makes South Africa an attractive option for foreign companies*
- *As with other labour laws, businesses need to stay informed about basic conditions of employment to ensure that they comply with the law at all times to avoid penalties.*

The strict conditions in the Act may discourage some employers from offering formal employment, because they may not want to risk non-compliance with the Act.

Extract from MBE, p. 17(4).

The findings from a different extract from this book (see MBE, p. 17(1), cited earlier) show that the text presents the word “could” twice, which might have created a tone of uncertainty that the Act does or does not have absolute power in dealing with employers (and their businesses) who do not comply with the Act. This extract is not explicit in telling the reader that any employers convicted of an offence in terms of the Act will be or will not be sentenced to a fine or

imprisonment for a period of between one and three years. It appears that it is may be possible that employers who are convicted go free of fine or imprisonment. This makes it impossible to comprehend and unmask any inequality that might happen in society.

The fieldworker argues that textual words are authoritative, because they have the ability to convey messages that are accepted as true. Therefore, CDA is a valuable approach because it critically assesses the creation of information to see the motif that is uncovered or is indisputable in the text, to monitor the re-creation of the existing power contained by it.

Findings from a further extract from the book (MBE, p. 12) indicated that it presents the word “will”, which may have created a tone of certainty in the reader’s understanding that the business owner definitely needs to do the job himself or herself if they do not appoint a human resources manager who knows about labour law – which might not be the entire truth. It appears from this extract that smaller businesses are forced to appoint a human resources manager who knows about labour law; the text appears to have the capacity to trap the reader into believing that whatever South African labour regulations demands, has to occur.

If smaller business does not appoint a human resources manager who knows about labour law, the business owner will need to do this job himself or herself.

Extract from MBE, p. 12.

In an extract from the book MHL (p. 16(3)) the term “must” is used, which might have produced a tone of firmness and may show a voice of power which implies that it is not to be challenged and what is written is final. In this extract it seems that the Act is definite in informing employers that they are bound to disclose all relevant information that the trade union representative needs to do their job, except for information excluded from the Act, such as the personal information of an employee. This text can encourage the reader to believe that the Act gives more power to the trade union representative, which is not the case in some instances.

An employer must disclose all relevant information that the trade union representative needs to do their job except for information excluded in Act, such as personal information of an employee.

Extract from MHL, p. 16(3).

An extract from the book MHL (p. 22) presents the phrase “can”, which might have produced a tone of uncertainty for the reader, that there is a possibility that the employer is either taken or not taken to the Labour Court for a ruling. The extract is not unequivocal in informing the reader that if the employer has contravened the labour law, the matter will be referred to the Labour Court for a ruling. However, this does not mean that the way that the extract is presented is unbiased. The aspirations of CT are to change the world and to think about it in another way. If the extract is not biased, why does the text present the expression “can” – which might have produced a tone of uncertainty? The study seeks to suggest that readers must emancipate themselves from being uninformed with regard to the way this extract of the book (MHL, p. 22) is presented by the text.

A compliance order details how the employer has contravened the labour law and includes any amount the employer is required to pay an employee. In circumstances the employer can be taken to the Labour Court for a ruling.

Extract from MHL, p. 22.

An extract from the book NGW (p. 13) presents the words “must” and “could”. By employing the expression “must”, the text might have produced a tone of firmness and show a voice of power, and that what is written is absolute. It seems from this extract that the Act is definite in informing the all managers at all levels have to be familiar with the Act. This text can encourage the reader to believe that the Act gives more power to the managers, which is not the case in some instances, and to query why the employee is not compelled to also be familiar with the Act.

4.6 Compliance with the Act by employers

- Managers at all level must be familiar with the Act, especially on issues such as working hours, overtime, leave and dismissal.

If a business does not comply with the regulations set out in the Act, it could be held liable by the CCMA or Labour Court.

Extract from NGW, p. 13.

However, in the next line of this extract (NGW, p. 13), use of the word “could” might have created a tone of indecision – that the Act does or does not have complete power in dealing with

a business that does not comply with the regulations set out by it. This line in the extract is not explicit in telling the reader that any business that does not comply will be held liable by the CCMA or Labour Court. The purpose of CDA is to look into how such practices, events, and texts emerge from and are ideologically impacted by power relations and struggles, as well as how the capacity of these discourse-society linkages is itself a factor in securing power and hegemony (Søry, 2021).

An extract from the book MKA (p. 7) presents the word “can” twice, which might have created a tone of uncertainty that labour inspectors do or do not have absolute power in advising employees and employers on their rights and responsibilities in terms of employment laws. Moreover, this extract may also cause doubt about labour inspectors in terms of issuing a compliance order to an employer who is not complying with employment law.

The Department of Labour appoints labour inspectors to promote, monitor and enforce compliance with employment laws.

Labour inspectors can advise employees and employers on their rights and responsibilities in terms of employment laws. They also conduct inspections, investigate complaints and can issue a compliance order to an employer who is not complying with an employment law.

Extract from MKA, p. 7.

If it appears to the reader that the “Act” does not force an inspector to serve a compliance order to an employer who is not complying with employment law, this may place the reader in limbo about the “Act” or result in them not trusting it, which might have a negative result for society. CDA has taught us that we must guard against the abuse of language usage, because it is possible that those who are in power can create social inequality as it is articulated, established, and legitimised by language use. It can be impossible to comprehend or unmask such inequality. The fieldworker believes that words placed in the text are authoritative, as they have the capacity to impart messages that are recognised as being true – even if they are not.

An extract from the book VEL (p. 12) presents the word “will”, which may have created a tone of certainty to the reader’s understanding that the “Act” requires the employer or employee to

comply, otherwise they are forced to enter into a dispute resolution process. This might not be the entire truth, because others may choose an alternative route to solve the dispute. The way this extract is presented has the potential to yoke the reader into believing that whatever the “Act” requires has to happen. Consequently, CDA gives society the capability to explore text with an open mind regarding what we write and what we say as a society.

If any employer or employee does not comply with the Act, they will be forced to enter into a dispute resolution process.

Extract from VEL, p. 12.

Another extract from VEL (p. 22) presents the term “may”, which perhaps has created a tone of uncertainty regarding the reader’s perception of the term “Act”. This is because the text is not explicit in telling the reader that the Act allows the labour inspectors either to issue or not to issue a compliance order for those companies which are not complying with the law. It can be impractical to comprehend and unmask inequality in society if the written text creates uncertainty in the readers’ minds. CDA may free society from the difficulties that might be created by the text, because it is mainly concerned with challenging social circumstances, which it hopes to assess for insight through the analysis of the language and semiotic features of social procedures and difficulties (Johnstone, 2018).

When the Labour Inspectors find the Act is not being adhered to, they may issue an order to the company to comply with the law (Compliance Order).

Extract from VEL, p. 22.

4.4.5 Inclusion

An extract from the book MAN (p. 24) presents the word “will”, which might have created a tone of certainty to the reader’s mind that if regulations are not implemented, there will be unavoidable implications. This extract appears to have created a clear imbalance in relationships; text distortion is used to enact, discover, describe, and in some cases, allow and manage readers (Willis, 2021), and probably could influence the reader to consider that the concept “regulations” will not be challenged in this context.

Consider the following question in groups and report back to the whole class: What will the implications be of the BCEA regulations relating to working hours and leave for a restaurant which employs waiters, cleaners, grillers and managers? (8)

Extract from MAN, p. 24.

An extract from MBE (p. 9(1)) presents the phrase “can”, which might have produced a tone of uncertainty in the reader’s mind whether it is possible or not to map section 23 of the final Constitution (1996) which deals with labour law. The extract is not unequivocal in informing the reader that they will map section 23 of the final Constitution (1996) which deals with labour law, which says that all workers have the right to fair labour practices, to trade union membership and participation, and to strike.

We can map this to Section 23 of the final Constitution (1996), which deals with labour law, by saying that all workers have the right to fair labour practices, to trade union membership and participation, and to strike.

Extract from MBE, p. 9(1).

However, this does not mean that the way the extract presents the text is unbiased. CT aspires to change the world and to think about it in another way. If the extract from the book (MBE, p. 9(1)) was not biased, why did the text present the word “can”, which might have produced a tone of uncertainty? CT has helped in developing systems that revolutionise the lives of readers for the better. The study seeks to suggest that readers must emancipate themselves from being uninformed regarding this extract from the book (MBE, p. 9(1)) and the way it is represented.

A further extract from the same page of the same book (MBE, p. 9(2)) presents the word “can”, which might have created a tone of ambiguity in the reader’s understating of whether it is possible or not for the national government to regulate collective bargaining through laws. The way the text is presented may control the reader to accept that there is a possibility that the national government may or may not enact laws to regulate collective bargaining, and to believe that the word “laws” is important.

The government can put national laws in place to regulate collective bargaining.

Extract from MBE, p. 9(2).

In the extract from the book MBE (p. 16(4)), the text presents the word “will”, which might have created a tone of certainty for the reader – that if businesses do not comply with the Act, it is inescapable that they will face enforcement and legal proceedings. This extract appears to have established an obvious imbalance in relationships; such distortion is used to enact, find, characterise, and in certain circumstances, allow and manage readers (Delabastita, 2021). This could probably influence the reader to consider that the concept of “Act” will not be challenged in this context.

The purpose of the Act is to encourage economic development and social justice by doing the following:

- *Aligning South African’s labour law with the laws of ILO.*
- *Chapter One: Definitions, purpose and application of the Act*
- *Chapter Two: Regulation of working time (information about working hours, overtime, meal breaks, public holidays, and so on)*

Chapter Ten: Monitoring, enforcement and legal proceedings (information about what will happen if businesses do not comply with the Act)

Extract from MBE, p. 16(4).

An extract from NGW (p. 12) presents the word “may”, which might have created a tone of hesitation that workers do have rights in terms of the LRA, which may influence the reader to believe that the Act does not have the power to protect workers. CDA has advised us that we need to examine the written text, because occasionally it may contain an impression of power, hegemony, belief system, or predominance (Cope, 2018). CDA gives a comprehensive account of the connection between wording, culture, talk, and society.

4.3 Implications of the Act on employers and employees

- *Both employers and employees are protected in terms of the Act.*
- *Many employees feel they are entitled to the rights as prescribed in the Act and sometimes take sick leave when they are not sick, simply because they feel it is their rights.*

Workers may demand their rights in terms of the Labour Relations Act.

Extract from NGW, p. 12.

4.4.6 Neoliberalism

Neoliberalism is defined as a political strategy that supports deregulation, free markets, and less government expenditure (Poirier et al., 2022). Neoliberalism is the profit driven system. In the extract from the book NGW (p. 8), the text presents the phrase “can”, which might have created a tone of ambiguity in the reader’s understanding, giving the impression that there is a possibility that the LRA does not explicitly indicate that employers can use the Companies Act in dismissing an employee. The extract from the book NGW (p. 8), is not certain because it talks of terminating *directorship* and on the other hand retaining the *employee*. The question is why the LRA Act permits the shareholders to end the employment of director but not of an employee. The extract book NGW (p. 8), alludes to removing the title of the employee but not dismissing the employee. In other words the employee who was a director can still makes profit of the company. One of the roles of the director of the company is to create the profit of business. However, this does not mean that the way the extract is presented is neutral.

The court’s finding makes it clear that shareholders can terminate the directorship of any of its directors, but not dismiss the employee as it is against the Labour Relations Act

Extract from NGW, p. 8.

4.5 Summary of chapter four

This chapter presented data derived from the sample of six Grade 12 Business Studies textbooks. It uncovered specific meanings hidden within the data (the texts), which was extracted through the use of the register tool provided by Huckin (1997). By using the register, the study was able to deconstruct specific meanings around the words Act, ruling, legislation, and constitution.

The chapter presented the data by using connotations, which are unique meanings incorporated in certain words and phrases. The introduction of certain words to create a sense of inevitability and power is called modality (McGregor, 2003; Huckin, 1997; Ahearn, 2021).

The next chapter, Chapter Five, continues to provide a critical discussion of themes that arose from the data, situating the findings within the research field and the theoretical context outlined in Chapter Two and Chapter Three. The fieldworker will conceptualise the text in depth by focusing on sentences, phrases, and words (Huckin, 1997; McGregor, 2003).

CHAPTER FIVE

PRESENTATION OF DATA: INSTRUMENTS OF TOPICALISATION AND FOREGROUNDING/BACKGROUNDING

Chapter Four presented data derived from the sample of six Grade 12 Business Studies textbooks it uncovered specific meanings hidden within the data (the texts) which was extracted through the use of the register tool provided by (Huckin, 1997; McGregor, 2003). Chapter Four presented the data according to the instruments that the study used for analysis in this chapter: register, connotation and modality (Huckin, 1997; McGregor, 2003).

This chapter continues to provide a critical discussion of the themes that arose from the data, and situates the findings within the research field and the theoretical context outlined in Chapter Two and Chapter Three.

All of the extracts which are mentioned in the text in this chapter appear in full in Appendix D.

5.1 Topicalisation

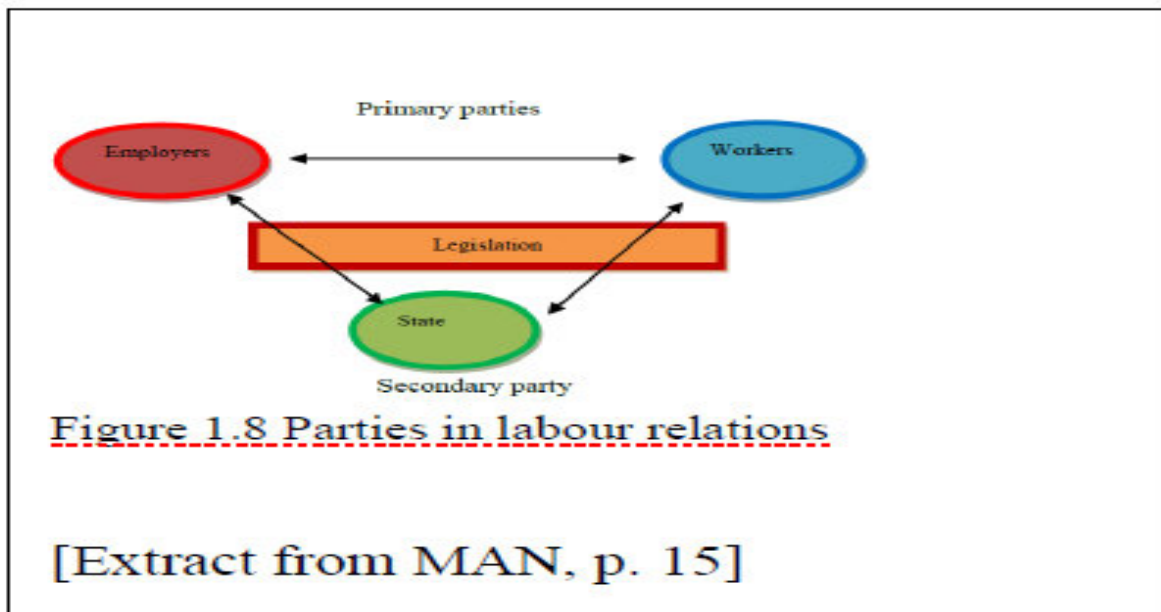
We are reminded by McGregor (2003) and Huckin (1997, p. 5) of procedures to achieve this level of analysis: focusing on how sentence/words are being “framed”, which is referred to as “topicalisation”, whereby the decision to place a particular sentence in “the topic position” controls the reader to think in a particular way. In addition, topicalisation tools are employed to spot words and sentences within subheadings, capitalised words, blocks, tables, and highlighted words in the textbook. Topicalisation is the position or the location of a sentence section at the commencement of a sentence that gives it significance or focus (Huckin, 1997). The findings revealed the following themes: styling regulations using the technique of topicalisation, compliance, inclusion, and neoliberalism. These are discussed below.

5.1.1 Styling regulations using the technique of topicalisation

The multiple headings from the books MAN (p. 15) and MBE (p. 9, 10, 16, 17) showed in Appendix D present the word “Act” in a bold typeface and large font size, probably to manipulate the reader’s perception to see this word as important. The heading is a larger headline given to a section or paragraph within a main piece of writing (Ivanova, 2020; Winter, 2020); it is bigger than the subheadings and the paragraph text of any piece of writing. The headings cited above show how factual writing, such as the writing of instructional text and/or informational text, is used to influence or incite the reader to read the textual content that follows the heading, as the large font size attract the reader’s attention.

A bold font has darker and heavier characters than the usual text, which emphasises the importance of a particular text (Fox & Weisberg, 2018; Milo-Shussman & Niva, 2019). The text topicalised the word “Act” in bold to emphasise its significance to the text content, as it is usual for authors to use bold text to highlight what they want the reader to take note of. Words written in bold easily draw the reader’s attention, and the headings cited in these extracts are used in an attempt to influence the reader to pay attention to the word “Act”. In observing the content of the extracts (MAN, p. 15; MBE, p. 9, 10, 16, 17 – see Appendix D) the fieldworker’s perspective on this topic is motivated by the aim to use CT to emancipate readers from lack of information on methods that can influence their way of thinking.

The next extract from the book (MAN, p. 15) demonstrates how the combination of text, colour and structure is used to frame the concept “legislation” within the rectangular structure (Figure 1.8). The text inside the rectangle also frames the word “legislation” with orange accent colour shaded within the diagram. The reason for utilising the rectangle to frame the concept of legislation is because it is a well-known shape that denotes honesty, strength, and stability (Lerche, 2019). The colour orange encourages a sense of wellbeing and emotional energy that should be shared, such as sympathy, passion, and kindness (Sitzman & Watson, 2018). It is also the colour of happiness and inspiration.



The wording in this passage from MAN (p. 15) was topicalised in orange, it has the potential to persuade the reader that the concept “legislation” is significant. The use of text in the extract, placing the concept “legislation” at the centre of the triangular structure inside the rectangle, instead of in a circle as the words “employees”; “workers” and “state” is presented may draw the attention of the reader and framing it in orange is an attempt to influence the readers’ perception of the concept and draw their attention.

Another extract from MAN (p. 15(1)) presents the word “enacted” in blue and “Labour Relations Act (LRA)” in red. The red colour appears to represent violence, danger and anger (Mohr et al., 2018; Young, Thorstenson & Pazda, 2018). The colour blue is associated with the ocean and the sky (Doshi, 2022), the power of which controls all living and non-living things. In writing the word “Act” in red, this text allegedly displays how language is utilised to represent power and control, a practice that further looks after domination of the powerful. The text foregrounds the state as opposed to workers (trade unions) and employers (management), and might create a viewpoint or angle that influences the reader’s perception of the word “Act”.

*For this purpose the state **enacted** the **Labour Relations Act (LRA)**, which requires agreement, through sound labour relations, between workers (trade unions), employers (management) and the state (government).*

Extract from MAN, p. 15(1).

As can be seen in Appendix D, the listing of topics in MAN (p. 16, 18, 22, 24) presents text where the words “Macro environment: impact of the recent legislation on the business Topic 1 Term 1” are topicalised by using the colour red, using lowercase for the word “legislation” and a font size smaller than that normally used for the body copy. As mentioned above, the red colour appears to represent violence, danger and anger (Freedman, 2018; Mohr et al., 2018; Young et al., 2018), and shows how language is utilised to represent power and control, a practice that further looks after the domination of the powerful (Wu et al., 2018). Presenting the word “legislation” using lowercase and a smaller font size can be considered as a deliberate effort to promote hidden messages about social power, such as brutality, dominance, and injustice (Mitchell, 2019), and makes it appear less powerful.

Likewise, in topic listings from MAN (p. 19, 21, 22, 23 – see Appendix D), the text has topicalised the words “Macro environment: impact of the recent legislation on the business Topic 1 Term 1” by again using the colour red and lowercase for the word “legislation” and a smaller font size than the normal body copy. In this way, the text may generate a position or perspective that influences the reader’s perception of the word “legislation”.

The text from the book MAN (p. 19(1)) in Appendix D uses a table to topicalise the words “Act”, “rules” and “law” and shaded the colour of the background in tan. The practice of adding value to words, wordings, and drawings is known as shading (Präkel, 2021) and when done well it can produce a convincing representation. Darker colours represent stability, dignity, and conservatism, as well as refinement and aggressiveness (Honeycutt, 2021). Tables have the potential to help readers understand the meaning of the data presented with ease – but an incompetent table may leave the reader confused about the data or its significance (Lindsay, 2020). In connection to the words mentioned above, it appeared to me that the text in the extract employs power matters related to supremacy by framing these with the background colour, to influence the reader’s perception of these words.

A further extract from MAN (p. 19(2)) seen in Appendix D, uses the word “laws”; the text is topicalised by using orange as an accent colour, which is 80% lighter behind this sentence. Again, shading is used. The orange colour symbolises happiness and inspiration, and encourages a sense of wellbeing and emotional energy that should be shared, such as sympathy, passion, and

kindness (Sitzman & Watson, 2018). Also, because orange is associated with speed, energy, warnings, and emergencies, it has the capacity to control society (Casanueva et al., 2019) and can readily capture someone's attention.

Another extract from MAN (p. 19(3)) see in Appendix D; topicalised the word "Act" against a red background colour using a larger than normal font size. Red appears to represent violence, danger and anger (Freedman, 2018; Mohr et al., 2018; Young, Thorstenson & Pazda, 2018), and using the background colour here to topicalised the word "Act" demonstrates how language is utilised to represent power and control, which seeks to protect the domination of those who are in power; the colour red has the capacity to capture readers' attention and the reader may be led to believe that the word "Act" is of great importance.

On the same page in Appendix D, an extract from (p. 21) of MAN topicalised the word "Act" by using a red dotted line to emphasise it. This is also a heading, which is a bigger headline given to a section or paragraph within a main piece of writing (Ivanova, 2020; Winter, 2020). The heading is bigger than the subheading and is also bigger than the paragraph text. Headings may also control or influence the reader by seizing attention, to keep them reading the text following each heading. Headings appear to be a 'holder', encouraging the reader to pause, gaze, and read throughout the text (Hyland, 2018), and might be influenced by the values and social positioning of the dominant groups in society to control readers.

Extracts from MBE that follow in Appendix D (p. 9, 10, 11, 13, 16, 17, 18) topicalised the word "legislation" in listings of topics using a small typeface and lowercase, which could be a purposeful strategy to spread ideas about social power. The reader often does not often bother reading the small print to grasp the essence of the word in relation to the whole extract, owing to the font size curtailing the reader's attention. This has the potential to influence the reader's perception of the word "legislation" in this context.

A bold font type is identified by darker and heavier characters than the usual text, with the implication that the importance of this text is emphasised (Milo-Shussman & Niva, 2019). The topic heading text also topicalised the word "legislation" in bold to emphasise its significance to the text's content. Words written in bold can easily draw the reader's attention, as can be seen in

these extracts from MBE (p. 9, 10, 11, 13, 16, 17, 18), which aim to influence the reader to pay attention to the text underneath the heading.

Looking at extracts from MHL (p. 15 & 21) in Appendix D, it can be seen that they framed the word “Act”, which was written in bold and in larger type, using the colour blue. This could manipulate the reader into believing that this word is important. The colour blue is usually associated with the ocean and the sky, and with comfort and reliability (Chinazzo, Wienold & Andersen, 2018). The wording in the extract may inadvertently overlook the term’s neutrality, instead conveying a message of strength and significance through the colour that frames it. These blue headings may demonstrate how factual writing, such as the writing of instructions or informational text, is used to influence or encourage the reader to read the content that follows the heading, as the large font size draws the reader’s attention.

A further extract from p. 15 of MHL in Appendix D used text on an aqua-shaded background to frame the concept of “Act”, making the background behind the sentence 25% darker. Aqua means water in Latin (Agbo & Nwankwo, 2022) and is like the colour of the ocean. Aqua conveys a feeling of renaissance, youth, and imagination; it has a vigorous and remarkable tone, making it a very effective accent for design (McCartan & Nazarov, 2020).

The word “Act” was purposely framed with the aqua accent to indicate that the word is powerful. This extract (MHL, p. 15) appears to revolve around those who are in power and control, because the “Act” is regulated by the Government, which has regulated that the Act will not apply to members of the National Defence Force, National Intelligence Agency or the South African Secret Police, which work for the Government.

Similarly, extracts from NGW (p. 6, 12, 13) in Appendix D; topicalised the word “Act” in headings by writing it in large, bold type, probably to manipulate the reader’s perception of this word as being important. If the reader is looking for a specific piece of information, the headings can serve as a guide to help them find it on the page. The reader may be influenced and encouraged to read the entire section/paragraph if the headlines are fascinating. Headings serve as a stop sign, causing the reader to pause, look, and read the rest of the text (Biggam, 2018).

Bold and heavier characters emphasise the importance of a particular piece of text (Milo-Shussman & Niva, 2019), and aim to influence the reader to pay attention to the text underneath the heading.

A further extract from NGW (p. 6) in Appendix D topicalised the word “Act” using a text box to emphasise the importance of the word “Act” in small letters inside this box, in an attempt to draw the reader’s attention to the text. This topicalisation may be useful for moving text around the document, as well as for improving visual perceptual abilities by allowing readers to see the size and shape of each letter and ensure that the words fit into the text box.

Text box topicalisation may have the capacity to intentionally or unintentionally influence the reader’s familiarity with letter sizes, for an example, tall or short letters and those letters written in italics. Text box framing may assist with the development of cross-linkages throughout the written text, and also with connecting different sections of a textbook at a particular point

The colour grey is seen as soothing, neutral, and stable, and is known for its impassive, changeable character, which is commonly associated with connotations of dullness, dirtiness, and decay, as well as with that which is official, traditional, and mature (Cohn, 2019). The grey colour may change the mind and body by creating depressing feelings (Wade, 2021). Inside the grey text box, the word “Act” is written in black font (NGW, p. 6), demonstrating how language is used to depict power and control, and to encourage the domination of those who are powerful.

Another extract from (MAK, p. 9) can be seen in Appendix D topicalised the word “Act” on a grey background within a rectangular shape. The grey colour, as mentioned earlier, is regarded as neutral and stable as well as official, traditional and mature (Cohn, 2019). The word itself relates to legal rules given to citizens by a legitimate authority on behalf of the Government (Loveland, 2018). Rectangles are popular because they are a reliable, familiar shape that conveys honesty, strength, and stability (Dang, 2019).

A further extract from MAK (p. 5) can be seen in Appendix D topicalised the word “Act” by using the image of a domestic worker to demonstrate the power of the Act to convince the reader that it protects all employees in the country, regardless of their job classification. The use of lowercase and italics makes the word appear less essential, and the reader is less likely to read

the smaller print, which has the ability to alter the reader's understanding of the word Act in this context.

Extracts from the book VEL (p. 9, 10, 11, 13, 17, 22) in Appendix D topicalised the word "Act" by using a large, bold font and the colour green for these headings, which may persuade the reader to think that this word is important. Headings have a lot of potential for controlling or influencing the reader by grabbing their attention and keeping them reading down the page after each (Arizpe & Hodges, 2018).

Bold font for topicalising (Luna, 2018) seems to imply that each character was originally created with a heavier look to emphasise its importance; bold is often employed to draw the reader's attention. The use of bold font type and large font sizes in colour is often associated with bias on the part of the author or text (da Silva Leite, 2021).

The extract VEL (p. 9) the use of green may signify nature and the natural earth, and is often associated with calmness, wealth, strength, and resentment (Khattak et al., 2018). Studies have discovered that it also has the potential to improve reading skills (Han et al., 2018). A further extract from VEL (p. 9) used a diagram to topicalise the word "Act" on a green background colour within a rectangular shape. The concept "Act" seems to represent legal rules given by a competent authority within Government (Loveland, 2018). Rectangles are popular because they are a reliable, familiar shape that conveys honesty, strength, and stability (Dang, 2019). Fieldworkers have also discovered that it has the potential to improve reading skills (Han et al., 2018). Green can be understood to ease stress (Wang et al., 2018; Nguyen et al., 2018). The wording in the VEL extract appeared to have the potential to persuade the reader that the concept of "Act" is significant. However, readers should guard against texts where the authors covertly abuse power.

Another extract from the same page of VEL (p. 9) in Appendix D has topicalised the word "Act" inside a text box, with a further box in light blue surrounding it. Small lettering is used inside the box. Text boxes may be helpful in drawing reader's attention to particular text, or if one needs to move text around in the written document; in addition, text box topicalising can help to connect various parts of a textbook (Pereltsvaig, 2020). Blue is a colour that is connected with the sea

and the sky (Gago et al., 2018), powerful and controlling forces; blue may also sometimes be a comforting colour, and represents reliability (Casas & Chinoperekweyi, 2019).

Bold font is often employed to stress keywords that are significant to the text's content; the reader sees and understands that certain words are more important or dominating than others. Once a word is given in bold it is easy to draw the reader's attention to it.

In an extract from (p. 10) of VEL, in Appendix D the text has topicalised the concept of "Act", by using a diagram with the word in the middle inside rectangle. The colour green is used in this diagram, which may give a comforting and peaceful feeling (Wang et al., 2018; Nguyen et al., 2018). This arrangement can encourage the reader to believe that the concept of "Act" is important, and placing it in the middle inside rectangle, shaded in green can influence the readers' perspective. CDA is used to study such text because it can sometimes convey a sense of power, hegemony, belief system, or domination (Eilermann, 2018).

A further extract from VEL (p. 13) in Appendix D topicalised the concepts of "Act" and "laws" by using a diagram to emphasise their importance, placing them in the middle inside rectangle, shaded in green, which may convey a comforting and peaceful feeling (Wang et al., 2018; Nguyen et al., 2018).

However, one needs to guard against the misuse of power by dominant forces in society, and CDA scholars have advised society not to take what is written at face value. The text in the extract from (p. 13) of VEL may appear to misuse power because of the way the concepts of "Act" and "laws" are placed in the middle inside rectangle and shaded in green, which can influence the readers' perspective about them. CDA is a way of studying such text, which may convey a sense of power, hegemony, belief system, or domination (Eilermann, 2018).

In another extract from this book (VEL, p. 18), in Appendix D the text topicalised the concept of "Act" by employing a diagram to emphasis its power. The word "Act" is placed in the middle inside rectangle, shaded in red colour with orange surrounding it, all devices of topicalisation and shading that can encourage the reader to believe that the concept is important. However, one needs to guard against the misuse of power by written text, as we are advised by CDA scholars. The use of the colour red appears to represent violence, danger and anger (Freedman, 2018;

Mohr et al., 2018; Young, Thorstenson & Pazda, 2018). CDA scholars have advised the reader not to accept text at its face value, because it can sometimes be used to convey a sense of power, hegemony, belief system, or domination (Eilermann, 2018).

In the extract from (p. 22) of VEL in Appendix D, the text has topicalised the concept of “Act” by using a table to draw attention to its importance, and the use of green to shade the column headings, which include the word “Act” in each heading. This may exploit the reader to consider that the word “Act” is imperative. Because of its deep ties with nature, the colour green is sometimes recognised as a refreshing colour (Trubovitz et al., 2020), and represents calmness, fortune, strength, and resentment. Fieldworkers have discovered that it has the potential to improve reading skills (Han et al., 2018). The green colour may give a comforting and peaceful feeling (Wang et al., 2018; Nguyen et al., 2018).

A further extract from the same page of VEL (p. 22) in Appendix D has topicalised the concepts of Act and Constitution by using the colour red, and used sentence case in labelling the inside rectangle in the diagram. It has also decreased the font size from that normally used for text, which can make it appear as less important. Red appears to represent violence, danger and anger (Freedman, 2018; Mohr et al., 2018; Young, Thorstenson & Pazda, 2018). As the text engaged the red colour in writing the words “Act” and “Constitution” allegedly displays how language is utilised to represent power and control, a practice that further looks after domination by the powerful.

Protecting oneself against abuse of authority, which this extract appears to do in its topicalisation and shading, which can perhaps influence the readers’ perspective of the concepts of “Act” and “Constitution”. CDA is used to study such text, because it can convey a sense of power, hegemony, belief system, or dominance (Eilermann, 2018).

5.1.2 Compliance

An extract from MAN (p. 18, Appendix D) presents the word “laws” in blue, a colour connected with the sea and the sky (Gago et al., 2018) and their power. Blue may also be a comforting colour, and represents reliability (Casas & Chinoperekweyi, 2019). In the extract, the “laws” of the country seem to be the point of departure, because the Minister of Labour, Herbert Mkhize, is

calling on the social partners, which are business, labour and government, to comply with the laws. Ironically, the laws are passed by the Ministers and other members of Parliament who represent the Government. The extract conveys the power that might reveal the significance of term “laws” that is written in blue, and may also deliberately intrinsically display how the powerful group is protected through wording as it conveys its dominant beliefs. In this case the government Minister is calling for government and others to comply with the laws of the government, and it is probable that the text might exploit the readers’ reflections about the term “laws”.

Another extract from the same page of MAN (p. 18) topicalised the words “law” and “legislation”, with the background to the text shaded in orange – the practice of adding value to words by shading (Präkel, 2021). The colour orange encourages a sense of wellbeing and emotional energy that should be shared, such as sympathy, passion, and kindness (Sitzman & Watson, 2018), and is associated with joy and inspiration. Because it is also associated with speed, energy, warnings, and emergencies (Shirvani & Kesserwani, 2021), orange has its own power and dominance in society, and it is very easy to draw attention by using it.

Another extract from MAN (p. 21) in Appendix D topicalised the word “Act” by using red, a colour which appears to be associated with seduction, violence, danger, and rage (Kareem, 2019). As the text used red for the word “Act”, this is said to demonstrate how language is used to signify power and control, a technique that furthers the dominance of those in authority. The word “Act” forms part of “ruling” or “legislation”, and apparently the text is highlighting the role of a particular grouping, in this instance the Government. The text foregrounds the Government as opposed to other stakeholders who are involved with the part of BCEA, and might create a viewpoint or angle that influences the readers’ perception of the word “Act”.

The extract in Appendix D also uses red shading in the background, which can represent violence, danger and anger (Freedman, 2018; Mohr et al., 2018; Young, Thorstenson & Pazda, 2018), showing how language is used to depict power and control, a technique that furthers the dominance of those in authority.

The “laws” are regulated by the Government; this extract (MAN, p. 21) appears to centre on those in power and authority. The text appears to have generated an obvious connection imbalance, using distortion to enact, uncover, describe and, in certain cases, allow and manage readers (Al-Bahri, 2021).

In the extract from (NGW p. 12) in Appendix D the text used a subheading in bold, larger type to frame the word “Act”. A subheading is a smaller headline given to a section or paragraph within a main piece of writing and is smaller than the main heading but bigger than the paragraph text. They may have the potential to control or influence the reader by keeping them reading the text that follows each subheading.

A bold typeface is frequently used to emphasise keywords that are important to the text’s content. When authors want the reader to see and comprehend specific words as more essential or dominant than others, they frequently employ bold text to emphasise them. In the way the text in this extract (NGW, p. 12) was topicalised, it appears as though it is trying to persuade the reader that the term “Act” is of importance. The goal of critical theory, as used in this study, is to transform the world and think about it in a different way than the face value might represent (Mirra, Morrell & Filipiak, 2018).

If this extract was not prejudiced, why was it topicalised in bold and larger type than usual? CT aids in the development of systems that improve the lives of readers. The study aims to indicate that readers may emancipate themselves from misinformation that may be represented in the extracts. Although all of the words in a sentence are supposed to be considered equally, the text in NGW (p. 12), as an example, may provide an angle that sways the reader to perceive the word “Act” as being more important.

In MAK (p. 13) in Appendix D the text topicalised the concept of “legislation” with white, background, and highlighted with a darker background to the paragraph. White is a luminous colour and neutral (Diethelm, 2021). All visual comprehension of light is entirely reproduced and dispersed by white objects (Hunter et al., 2021), and the colour has a strong hold on humanity since it appears that everyone wishes to be linked with it.

However, this does not imply that the text's framing of the extract (MAK, p. 13) is free of bias. The goal of CT is to transform the world and think about it differently (Poster, 2019) – but if this extract is not prejudiced, why was the text topicalised in white with a darker background? CT aims to indicate that readers must liberate themselves from accepting any misinformation represented by the text.

An extract from NGW (p. 14) in Appendix D also topicalised the text with white, making the background to the text, including the sentence including the word “Act”, darker. White is the opposite of black and is associated with fresh snow, chalk, and milk (Beaumont, 2021); it is a welcoming colour since it can be used with any other colour and blends well (Tittarelli, Giosuè & Mobili, 2018). The way in which the text is presented, it appeared as if it was attempting to persuade the reader that the term “Act” is more important; although all words in a sentence are supposed to be considered equally, the text may provide an angle that sways the readers' point of view.

In an extract from VEL (p. 12) in Appendix D the words “ruling”, “rule” and “act” are among the text that is topicalised inside the light blue borders of a text box, which also used a smaller lettering size inside the box. Text boxes can be useful for directing readers' attention to certain text. Text box framing can be used to aid in the development of visual perceptual skills. The size and shape of each letter may be observed by readers, who can then determine how the words fit into the associated text box. If the text box is connected to the readers, it is feasible that the text will encourage the reader to accept that the words “ruling”, “rule” and “act” are neutral, while the lowercase spelling of the terms makes them appear inconsequential. The text may therefore intentionally convey messages associated with social power (Petersen, 2020). The colour blue is associated with the sea and the sky (Gago et al., 2018), and is commonly associated with calmness, strength, motivation, and knowledge (Wilms & Oberfeld, 2018).

In the extract from MAN (p. 18) in Appendix D the text has topicalised the word “laws”. The text is also shaded with a background colour of orange that is 80% lighter behind the sentence containing this word. The practice of adding value to words, wordings, and drawings is known as shading (Kokalj & Somrak, 2019). Orange encourages a sense of wellbeing and emotional energy that should be shared, such as sympathy, passion, and kindness (Sitzman & Watson,

2018), and is associated with joy and inspiration. Because it is associated with speed, energy, warnings, and emergencies (Tang et al., 2021), orange has its own power and dominance in society, and it is very easy to draw someone's attention on it. The colour orange is also associated with the changing seasons of the year, as well as our own relationship with the natural world (Fraser, Fraser & 'Somewhere-Nowhere', 2019).

This text might be purposely showing that word "laws" is powerful. This extraction (MAN, p. 18) appears to revolve around those who are in power and control, because the "laws" are regulated by the Government. The text appears to have generated an obvious connection imbalance, where distortion is used to enact, uncover, describe, and in certain cases, allow and manage readers (Al-Bahri, 2021), and may manipulate the reader to believe that the concept of "laws" is crucial.

Another extract from MAN (p. 24), Appendix D topicalised the sentence containing the word "regulations" and shaded the colour of the background with pastel red. Red appears to represent violence, danger and anger (Freedman, 2018; Mohr et al., 2018; Young, Thorstenson & Pazda, 2018). This text allegedly displays how language is utilised to represent power and control, a practice that further looks after the dominance of those who are most powerful.

The extract MAN (p. 24), appears to circle around those who are in power and control, because the "regulations" are imposed by the Government, and appears to have established an obvious imbalance in relationships (Fowler & Kress, 2018). It is likely that topicalisation with pastel red might manipulate the reader to assume that the concept of "regulations" is significant.

Another extract from the same page of MAN (p. 24) in Appendix D topicalised the concept of "Act" in a heading, as it is made bold with increased font size, which can manipulate the reader to consider that the "Act" is needed. Headings might have the potential to control or influence the reader by drawing attention and keeping them reading the text below the heading.

Bold text is often employed to stress keywords that are significant to the text's content. When authors want the reader to see and understand certain words as more important or dominant than others, they usually make them bold to emphasise them. Bold writing represents the kind of characters that are darker and heavier than usual text. A bold font seems to imply that each

character was originally created with a heavier look rather than created on the fly from a usual character to emphasize the importance of that particular character. Authors or text in most cases employ bold to highlight, when they want to make certain that the reader sees and takes in certain words as important or dominating than others. Once the word is bolded it is easy to draw the reader's attention.

It appears as if the text (MAN, p. 24) is attempting to persuade the reader that the word "Act" is more important. However, this does not imply that the text's topicalisation was neutral, since it was presented in bold and in a larger size than usual. CT has aided in the development of systems that improve the lives of readers, and this study tries to advise that readers should emancipate themselves from just taking the meanings and presentation of text at face value. Although all of the words in the sentence are supposed to be considered equally, the text may sway the reader's to hold that the word "Act" is more important, by its physical position in the heading. This has the potential to lead the reader to believe that the word "Act" is primary.

An extract from NGW (p. 8) in Appendix D topicalised the text by using white, highlighting the colour of the background by making it 25% darker behind the sentence containing the words "Act" and "law". White is a friendly colour because it can be mixed with any other colour and blends smoothly (Serex, Bertsch & Renaud, 2018). The way in which this extract is presented gives it the potential to control the reader to accept that the words "Act" and "law" are more important than others. The goals of CT are to change the world and think about it differently (Marcuse, 2020). If the extract (NGW, p. 8) was not biased, why was the text topicalised in white, with a darker background?

5.2 Foregrounding/backgrounding (instrument)

Huckin (2007, p. 80) states that "foregrounding" or "backgrounding" refer to the use by writers of headings and keywords to stress certain concepts by giving them textual prominence. Importance is given to parts of a text, either by their physical placement or size or by the word preference or linguistic formation. Textual importance is sometimes taken from the genres (text types), as certain text types will sometimes have slots that repeatedly give importance to any information that occupies them (Huckin, 2007).

In contrast to foregrounding is backgrounding, where the choice is made to de-emphasise or minimise a piece of data. These instruments are yet another censorship tool that a CDA scholar must pay attention to. Using these tools, writers may manipulate the reader's perception about a certain idea. Possibly, this can lead to the total control of the reader by the writers.

5.2.1 Regulations

The extract from MAN (p. 19, Appendix D) shows a heading which is used to foreground the topic, giving the word "Act" in bold and using red in a way that seeks to manipulate the reader to assume that the "Act" is important. This text allegedly displays how language is utilised to represent power and control, a practice that further protects the domination of those in power.

A further extract from MAN (p. 21) in Appendix D similarly uses a heading to foreground the topic, with the word "Act" underlined with a red dotted line. The heading is in bold type and uses a larger font size. The heading is a bigger headline given to a section or paragraph within a main piece of writing (Winter, 2020) and influences or incites the reader to read the textual content that follows such a heading. Headings serve as a holder: they get the reader to stop, look and read the text.

Use of a bold font emphasises the importance of a particular text (Milo-Shussman & Niva, 2019). The text foregrounds the word "Act" in bold to emphasise its significance to the text's content, and to influence the reader's perception of the word's importance.

In an extract from MAN (p. 15) and extracts from MBE (p. 9, 10, 16, 17 – see Appendix D) the text is foregrounded with the word "Act" written in bold within headings in a larger font size; this is probably to manipulate the reader's perception of this word as being important. The bold font also emphasises the importance of a particular text; the text frames the word "Act" in bold to emphasise its significance to the text's content. It is observed that the content of these extracts is not free from bias, and the fieldworker's position with regard to this discourse is motivated by the desire to add to readers' knowledge of the manipulation of texts, to transform their way of thinking through critical theory.

In the extracts from MHL (p. 15 & 21) in Appendix D the heading text is foregrounded with the word "Act" written in bold blue font in a larger font-size, probably to manipulate the reader into

believing that this word is important. The colour blue frequently represents tranquillity, strength, motivation, and knowledge, as well as comfort and reliability (Chinazzo, Wienold & Andersen, 2018). In this way, the text may inadvertently neglect the neutrality of the term “Act” and convey a message of power and significance, embedded in the colour that frames the word.

Use of bold type in these extracts (MHL, p. 15 & 21) is an attempt to influence the reader to pay attention to the text underneath the heading. It also shows how factual writing, such as the writing of instructional or informational text, is used to influence or incite the reader to read the textual content that follows after the heading.

Similarly, extracts from NGW (p. 6, 12, 13) foreground the word “Act” written in bold within the headings, using a larger font size, probably to manipulate the reader to believe that this word is important. The blue colour attracts the reader’s attention, and these headings show how factual writing is used to influence or incite the reader to read the text that follows the headings.

Words written in bold can easily draw the reader’s attention; hence these extracts from NGW are an attempt to influence the reader to pay attention to the text underneath the headings. The use of a bold font and large font size to foreground text points to the prevalence of bias on the part of the author; once again, the fieldworker’s position with regard to this discourse is to inform readers about the presence of such bias and hence transform their way of thinking through critical theory.

In a similar fashion, extracts from MAK (p. 5, 7, 8, 9, 14) in Appendix D show that the text has foregrounded the concept of “Act” with large headings, which would lead the reader to consider that it is very important. The way that this is done is not necessarily from a neutral standpoint. CT helps us to reveal such bias and to understand the world in another way.

Likewise, extracts from VEL (p. 9, 10, 11, 13, 17, 22) in Appendix D foregrounded the concept of “Act” by making the headings that included this word bolder and larger, and using the colour green. Once again, it is possible that this led the reader to accept that the concept of Act is mandatory. The bias inherent in this is challenged by critical theory, which encourages readers to be aware of such machinations.

In NGW (p. 9) a subheading was used to foreground the word “Act” while using smaller. Sub-headings may have the potential to control or influence the reader by seizing attention to keep them reading down the pages that follow. Sub-headings may also serve as a guide to help the reader to find what they are looking for.

Likewise, a bold font is often employed to stress keywords significant to the text’s content, and to draw the reader’s attention to them. The extract (Book NGW, p. 9) is biased through its foregrounding, and CT aims to develop systems that transform the lives of readers for the better by uncovering such bias.

The extract (Book MAN, p. 12), extracts in appendix D; the text has foregrounded the concept “Act” in a heading is bolded and increased the font size; potential can manipulate the reader to consider that the concept Act is needed. A heading is a bigger-headline given to a section or paragraph within a main piece of writing. Heading is bigger in size than the sub-heading also bigger than the paragraph text of the any piece of writing. Heading might have possibilities to control or influence the reader by seizing attention to keep them reading down the pages following each heading. If the reader is checking for a particular bit of information, the headings may work as a guide to help the reader throughout the page in trying to find what they are looking for. Having interesting headings might control and encourage the reader to read throughout that section/paragraph.

The way extraction (Book MAN, p. 12), is foregrounded by the text it seems as the text may has prospective to control the reader in accepting that the word Act is more important. However, it does not mean that the way extraction (Book MAN, p. 12), is foregrounded by the text is unbiased. CT aspirations are to change the world and to think about it in another way.

5.4 Summary of chapter five

This chapter presented data which were derived from six Grade 12 Business Studies textbooks and uncovered specific meanings hidden within the data (the texts), which were extracted using the tools provided by Huckin (1997).

Topicalisation was described, whereby the decision to place a particular sentence in “the topic position” controls the reader to think in a particular way (McGregor, 2003, p. 5). Topicalisation

tools were employed to spot words and sentences within subheadings, capitalised words, blocks, and tables, and highlighted words in the textbook.

Also “foregrounding” or “backgrounding”, as described by Huckin (2007), meant that the writers used keywords to stress certain concepts by giving them textual prominence (p. 80).

The following chapter will continue to provide a critical discussion of the themes that arose from the data, and situate the findings within the research field and the theoretical context outlined in Chapter Two and Chapter Three respectively.

CHAPTER SIX

PRESENTATION OF DATA: OMISSION, PRESUPPOSITION AND INSINUATION

6.1 Introduction

Chapter Five provided a detailed presentation of the themes that arose from the data, and situated the findings within the research field and the theoretical context outlined in Chapter Two and Chapter Three respectively. The instruments employed in the Chapter Five were topicalisation, and foregrounding/backgrounding.

This chapter section will continue with a comprehensive analysis of each instrument as guided by McGregor (2003) and Huckin (1997), and covers omission, presupposition and insinuation. As indicated previously in chapter five the abbreviations the following abbreviations are used to denote textbooks by various authors: MAN –Manyonyo, MBE – Mbedu, MHL – Mhlaluka, NGW – Ngwekazi, MAK – Makhosonke, and VEL – Velanokwakhe.

6.2 Omission

The deliberate omission of content in a sentence from linguistic descriptions to incorporate numerous possibilities is considered as omission (Egg, 2019). When an author chooses to leave out certain information this is also known as omission. In CDA terminology, an omission/or exclusion occurs when important information is left out of a text at the sentence level (Dey, 2021). Textual silences can have extensive ideological implications in particular instances. The exclusion of words and sentences refers to agents of power which can rise to the level of sentences, and it is most commonly achieved by nominalisation (changing a verb to a noun) and the use of passive verbs (McGregor, 2003; Huckin, 1997; Chowdhary, 2020).

Omissions were found in passages from the six Grade 12 Business Studies textbooks, where words or phrases referring to legislation, rule, ruling, regulation, Act, law, Constitution, and bill were not included. However, many readers are hesitant to question statements that the author appears to take for granted.

For this purpose the state enacted the Labour Relations Act (LRA), which requires agreement, through sound labour relations, between workers (trade unions), employers (management) and the state (government).

Extract from MAN, p. 15.

In the above extract from MAN (p. 15), the text about the LRA has omitted words about other workers who had chosen not be represented by a trade union in decision-making about their employment. This exclusion of other workers may not be in keeping with the reference to “sound labour relations” (MAN, p. 15) in the purpose of the Act. The LRA established a bargaining council where employees (trade unions), employers (management), and the state (government) negotiate all employment-related issues. Apparently the Act does not make provision for those workers who are unrepresented by trade unions. It is important to note that the majority of South African employees are not represented by trade unions in the bargaining council (Runciman, 2019). CDA seeks to demonstrate how text omission in language may be used to support a particular position of power, a practice that promotes the interests of a dominant group. The above extract seems to be lacking neutrality, and politicises words. CDA interrogates the neutrality or otherwise of words, and conveys the power that reveals the significance of who is creating the text (Matsuda, 2018).

Purpose: For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important piece of legislation. However, the purpose of the Act covers more than that - it promotes economic development, *social justice*, labour peace and the democratisation of the workplace through the following:

Other organisational rights provided by the Act are time off (usually unpaid) to participate in trade union activities (e.g. meetings), and the right of trade unions to have union membership fees deducted from salaries.

*For this purpose the Act allows for **bargaining councils** - a trade union (or more than one) and an employers' organisation (or more than one) may form a bargaining council.*

Extract from MAN, p. 15.

Another extract from p. 15 of MAN further reinforces the omission presented above. The extract showed that the text may confuse the reader about the words “democratisation of Labour Relations Act”. In this context ‘democratisation of the LRA’ is involving only three stakeholders, with the exclusion of one (those not represented by trade unions). The text is only talking about the people who are represented in the bargaining council. Democracy is a system of government in which the people have the power to debate and decide legislation, with the majority of people making the decision; a minority has no say because decisions are made through voting (Van Crombrugge, 2021). Since the Act has omitted the majority of employees who are not represented by trade unions in the bargaining council (Runciman, 2019), the presentation of the words “democratisation of Labour Relations Act” is problematic as democracy implies fairness and consensus, and exclusion of unrepresented workers is contrary to this definition. In most cases, democratisation means that everyone is involved in making decisions and has a voice or an opinion. Employees who are not represented by trade unions in the bargaining council, however, appear to be left out in this context.

However, should the negotiations between business and trade unions not succeed, the Act allows for legal strikes, go-slow and the downing of tools.

Extract from MAN, p. 17.

Findings indicate that the above extract from the book (MAN, p. 17) has omitted the words “and other workers who are not unionised by choice”, only mentioning “business and trade unions”. The text explicitly states that the Act “allows for legal strikes, go-slow and the downing of tools” for employees who are union members only in this context. That might confuse the reader about the fairness of the Act. This text appears to show a clear relationship of imbalance, as well as exposing text distortions in order to enact, discover, and in some circumstances influence readers’ point of view about the Act (Dozono, 2020).

- *The Act provides for a more simplified dispute*
- *The Act regulate trade unions which makes it easier for business to know who to negotiate with*
- *Smaller business (less than 50 employees do not have the same strict rules regarding retrenchments as larger businesses*
- *Employ additional staff to ensure compliance with the Act - for example labour law specialists*
- *Smaller business who cannot afford these specialists may have to pay labour law consultants to assist them*

Extract from MAN, p. 19.

An extract from p. 19 of the same book (MAN) has omitted the words “and other workers who are not unionised by choice”. Also the extract states that the “Act provided for a more simplified dispute” – but it is unclear what constitutes “more simplified disputes”. Does this include un-unionised workers? Intentionally or accidentally the text may influence the readers’ perception regarding the LRA as not including all employees. The wording of the from the book (MAN, p. 19) suggests that the Act only caters for employees who are members of trade unions, at the complete exclusion of others who are not trade union members. This is a manifestation of the reason that CDA scholars seek to warn society against accepting all written texts as free from

bias (de Oliveira Lopes & Heller, 2020). The way in which text has been omitted from this extract leads one to believe that there is an abuse of power.

- *The basic rights of employees are stipulated in the law.*
- *Trade unions and employers' organisations have the rights to determine their own constitutions.*

Extract from MHL, p. 16.

An extract from the book MHL (p. 16) presents text that omits the words “and other workers who are not unionised, and employers who are not part of organised employers by choice”. Every employee or employer has a right to determine his or her own constitution, in spite of whether they fall under a trade union or employers’ organisation or not. The text’s presentation may appear to lead the reader to believe that this law discriminates against employees who are not unionised and employers who are not members of an employer’s organisation, as provision for those who are non-unionised is omitted from the text. The elite may hide their negative goals in written language to control society, and the text may purposefully promote disguised meanings relating to social power, pre-eminence, and injustice (Weihe, 2019).

The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. It may amend and repeal laws related to labour relations in order to facilitate sound labour relations. The Act also covers Section 27 of the Constitution which states that everyone has the right to have access to healthcare services, sufficient food and water and social security.

Extract from NGW, p. 6.

Similarly, an extract from NGW (p. 6) presents text that omits the words “other workers who are not unionised, and employers who are not part of organised employers by choice”. Text in this extract is presented in a way that may intentionally or unintentionally manipulate the reader into believing that this Act discriminates against employees and employers that are not members of organised labour and employers’ organisations respectively, as it is silent on how sound labour relations are facilitated for the non-unionised and the non-organised.

The LRA was designed to cover all parties involved in the employment process. The fieldworker’s viewpoint on this discourse is motivated by a desire to emancipate readers from a lack of information through critical theory, in ways that can transform their way of thinking, observing that the content in NGW (p. 6) was not free of bias (Anderson & Holloway, 2020; Lindahl, 2020).

Purpose of the Act

- *The Act provides mechanisms such as statutory councils, collective bargaining and the CCMA to settle labour disputes.*
- *The Act provides protection for employers who embark on lawful lock-out when negotiations between management and union representatives have failed.*

Extract from NGW, p. 6.

Another extract from the same page of NGW (p. 6) also omitted the words “other workers who had chosen not be unionised in the above context” that appear in the Act itself. In this way even the collective bargaining councils of RSA seem to preclude other workers who choose not be unionised. The collective bargaining council is a platform where a trade union attempts to persuade an employer to formally agree to and accept the workplace demands made by workers (Fergus, 2022; Hui, 2022). Collective bargaining is intended to win higher salaries for those covered by it; it invariably has an impact on employees’ financial well-being (Fergus, 2022). The lack of a voice for workers who have chosen not to join a union at work has an impact on their dignity and rights. Other benefits that are only available to registered trade unions include organisational rights and the ability to authorise protected pickets in support of a protected strike, among other things. This extract from NGW (p. 6) is an attempt to influence the readers’ perception that the word “Act” is unquestionable.

Only registered trade unions may have benefits, meaning that all employees who are not affiliated with registered unions lack effective access to collective bargaining (Choudhary, 2022; Musembi & Waswa, 2022). Where is the justice when workers who are not represented by trade unions are not given guidelines in the Act on dealing with deadlocks in negotiations with employers in this context? This was probably an attempt to influence the readers’ perception that the “Act” is indestructible. Texts can be tainted by power, hegemony, belief systems, or dominance, which is why there is a need for CDA to examine them (Hussain, 2018).

1. List the constitutional rights of workers that are protected by the Labour Relations Act.

Extract from MAK, p. 15.

The above extract (MAK, p. 15) showed that the text had omitted the word “employers”; the text might have created a point of view that the LRA protects only the rights of workers and not of employers. The South African Constitution, through the LRA, protects all of the stakeholders in the employment territory (Mohale & Kanjere, 2019). Every employer’s organisation has the

freedom to organise its own administration, programmes, and activities, as well as to form and join federations. To participate in collective bargaining is a legal privilege that every employer's organisation and employer has (Raj, 2022).

However, the rights granted to people in RSA by the Constitution, such as equality, privacy, dignity, and life, are extended to workers as well. Certain parts of the Bill of Rights are particularly beneficial to employees. The labour relations section of the South African Constitution reads: "Everyone has the right to fair labour practices" (Horvat & Finn, 68, p. 2022). Every trade union has the freedom to run its own affairs, programmes, and activities, as well as to organise and join federations. Collective bargaining is a right that every trade union enjoys (Mashilo, 2022). Every employer has the right to organise and join an employers' organisation, as well as to participate in the organisation's activities and programmes (Mashilo, 2022; Opute & Mahmoud, 2022). The text in the book (MAK, p. 15) is presented in a manner that can be interpreted as an intentional attempt to propagate undercover messages associated with social power, brutality, pre-eminence, and injustice (Bogard, 2021).

6.3 Presupposition

Another linguistic technique that writers can use to manipulate readers at sentence level is presupposition (Huckin, 1997; McGregor, 2003). Presupposition can also happen at the phrase level, when persuasive rhetoric is deployed to give the appearance that what a powerful person says is more important (Thompson, 2020). Presuppositions are another form of linguistic technique that can be employed to affect readers at the word/phrase level (Puspita et al., 2020), and are words or expressions that imply that the sentences in which they appear are true and correct. The assumption, conjecture, and opinion tool was used to denote assumptions, conjectures, and opinions relating to Acts, ruling, legislation, and the constitution in the textbooks that were examined. Because they are difficult to refute, presuppositions are typically persuasive.

Many readers are hesitant to dispute assertions that appear to be taken for granted by the writer. Presuppositions are words that assume certain things without question, as though there is no other option. Presuppositions are especially powerful because they are difficult to refute, and

readers are hesitant to examine and deconstruct them (Bruner, 2020). The following examples from Grade 12 Business Studies textbooks show how such presuppositions can be examined.

The state's role is to provide the mechanism (legislation) that keeps the relationship between the employer and the employee positive.

Extract from MAN, p. 15.

Findings indicated that the text in the above extract from the book (MAN, p. 15) creates the assumption that the only role of the state is to provide the mechanism (legislation); this can intentionally or unintentionally influence readers to believe that there is no alternative to legislation. The state is not only the role player in labour relations – the trade unions and employers' organisation are also key stakeholders when it comes to promoting “the relationship between the employer and the employee”. A trade union is a group of employees whose primary goal is to govern relations between employees and their employers, which can include any employer's organisation (Opute & Mahmoud, 2022). The main goal of a trade union is to keep ties between employees and bosses in check. The text may seemingly demonstrate how language may be used as a tool to manage and maintain dominance by people in authority in order to manipulate society (Quyyum, Ali & Akash, 2020; McDonald & Forte, 2021).

4 *What is the link between the implementation of South African labour laws and the International Labour Organisation? (Do some research to find out the answer.) (4)*

Extract from MAN, p. 19.

The findings indicated that the text in the extract from the book (MAN, p. 19) expresses without hesitation that there is a link between the implementation of South African labour laws and the International Labour Organisation, which may influence the readers' point of view. The

likelihood is that the use of presuppositions in the text may promote hidden messages about social power, such as dominance and injustice in favour of the elites, owing to their capacity to create the impression that there is certainty in the text (Mitchell, 2019). The presupposition *is* associated with reliability, the text may generate a position or perspective that influences the readers' perception of the presupposition "is" in this context. Individuals frequently regard written language as an appropriate reflection of truth and facts (Angermuller, 2018). CDA attracts attention to events where individuals in power influence written texts, such as the manipulation of words and sentences to further their ambition to dominate society (Conley, O'Barr & Riner, 2019).

The Basic Conditions of Employment Act is clear about how many hours per week a worker may work (ordinary hours and over-time) and the Act also provides for a meal interval. Do some research and answer the following questions based on the content of the Act:

Extract from MAN, p. 21.

The "Basic Conditions of Employment Act" as mentioned in the above extract from MAN (p. 21) is very clear on matters pertaining to weekly normal and overtime working hours, and meal intervals. This illustrates how a presupposition is used in text with the intention of influencing the readers' perception of the Act. There are some employers who are not complaining in terms of the BCEA in terms of the hours per week that a worker may work (ordinary hours and over-time) (De Villiers & Taylor, 2019; Henly, Lambert & Dresser, 2021). The wording in the extract appears to have the potential to persuade the reader that the aforesaid presupposition just "is", without hesitation. However, readers should guard against texts that covertly embody an abuse of power by the authors.

The Act also states that no business or person may employ a child who is under 15 years of age.

- *The employee must be paid according to the agreement with the employer and deductions must be agreed to by the worker in writing or if the employer is required to do so by law (e.g. Income tax and UIF).*

Extract from MAN, p. 22.

The text in the above extract from MAN (p. 22) articulates without hesitation that the “Act” inhibits any business or person from employing a child under 15 years of age. According to Peach (2020), the presupposition is notoriously deployed in a setting where challenging it will be difficult. Readers may be hesitant to challenge this statement. CDA scholars caution that readers should be mindful of the misuse of authority through written text (Caridade, Braga & Borrajo, 2019).

It has become essential for all businesses to have access to a specialist who is familiar with this legislation and its principles.

Extract from MAN, p. 23.

The text in the above extract from MAN (p. 23) states without any reservation that businesses need to secure the services of a “specialist who is familiar with this legislation and its principles”. The deployment of this presupposition comes with the possibility that it may intentionally or unintentionally influence the readers’ perception of the text. Fieldworkers from the CDA recommend that we do not accept written text at face value (Şorcaru, 2021). The text in this extract appears to embody the abuse of authority.

*An inspector may serve a **compliance order** on an employer who is not complying with provision of the Act.*

Extract from MAN, p. 24.

The text in the extract from MAN (p. 24) expresses without doubt that an “inspector” may serve a compliance order on an employer who is not complying with provisions of the “Act”. The Department of Labour appoints labour inspectors to advise companies and employees on their employment rights and obligations (Lenaerts, Gillis & Waeyaert, 2022). Furthermore, labour inspectors conduct workplace inspections and examine complaints. The text in this extract is presented in a way that may intentionally or unintentionally influence the reader’s perception that the inspector may serve a compliance order on an employer who does not comply with the Act (Eilermann, 2018).

Any person convicted of an offence in terms of the Act may be sentenced to a fine or imprisonment for a period of between one and three years.

- *Non-compliance businesses is punishable by law*
- *Part-time or casual workers do not get protection under the act*

Small businesses often do not have the administrative capacity to deal with all the requirements of the Act

[Extract from MAN, p. 24]

The text appears to confirm with certainty that the law will punish businesses that do not comply, and this illustrates how a presupposition is used in language to symbolise the power and control wielded by the dominant group. Failure or unwillingness to comply with something, such as a rule or regulation, is known as non-compliance (Wright, 2022). Non-compliance in the

workplace can be a serious problem, putting both competence and safety in jeopardy. Non-compliance can result in health and safety issues, as well as human resource department issues and state fines (Heritage, 2022). In some cases, it might also be grounds for dismissal. However, readers must be wary of individuals in positions of power abusing their positions of influence; language can be utilised not just to describe but also to control society by those in power (De Bot, 2020).

South Africa's Labour Relations Act (LRA) is one of the most thorough pieces of labour legislation in the world. The Act aims to do the following:

- *To change the law that governs labour relations*
- *To make labour law in line with Section 27 of the Constitution, which gives everyone the right to healthcare, food and water*

To align South Africa's labour law with international labour law

Extract from MBE, p. 9.

The findings suggest that the text in the above extract (MBE, p. 9) uses presupposition to make it look as if “South Africa’s Labour Relations Act (LRA) is [certainly] one of the most thorough pieces of labour legislation in the world” (Fergus, 2022). This extract illustrates how the most dominant groups use words to pursue their beliefs, as this text does not make it easy for the reader to ascertain whether South Africa’s LRA is indeed the world’s most thorough piece of legislation. Text can be influenced by a dominating group’s social power over the actions and thoughts of another group (Grant & Preston, 2019).

The act aims to encourage economic development, social justice and peaceful and democratic workplaces by doing the following:

- *Making sure that workers' constitutional rights are protected*

Making sure that South Africa's labour law is in line with International Organisation (ILO), as a member of the International Organisation (ILO)

Extract from MBE, p. 10.

Another extract from MBE (p. 10) uses presupposition to create the impression that “South Africa’s labour law is [certainly] in line with the International Labour Organisation (ILO)”, with the probability that this will influence the reader’s perception of this law. The text may accidentally be saying that surely this is how South Africa’s labour law is. However, not all pieces of legislation included in South Africa’s labour law are in line with the ILO, especially the BBBEE Act (No. 53 of 2003), that is considered to be unfair and discriminatory against white workers, as it was passed on racial grounds (Mayer, Oosthuizen & Tonelli, 2019).

The Act is guided by the Constitution which protects the rights of the employees and employers.

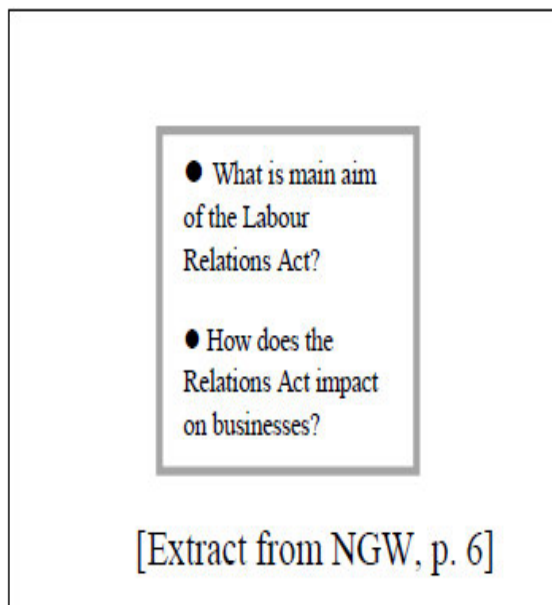
Extract from MHL, p. 15.

The findings suggest that the text in the above extract from MHL (p. 15) uses presupposition to make it look (in the eyes of the reader) as if the Act that “is guided by the Constitution” is flawless. This has the potential to influence the readers’ perception of the Act. The deployment of the presupposition “is” means the reader might assume that this statement is true and cannot be questioned. The readers’ freedom is limited by the use of the presupposition “is”, which may shape the readers’ knowledge, attitudes, ideologies, and speech in a certain direction (Shiryaeva et al., 2019).

A compliance order details how the employer has contravened the labour law and includes any amount the employer is required to pay an employee. In circumstances the employer can be taken to the Labour Court for a ruling.

Extract from MHL, p. 22.

The text in the above extract from MHL (p. 22) expresses without doubt that the contravention of the labour law is detailed in the compliance order that stipulates any amount that an “employer” has to pay the employee for this contravention. The presupposition is presented in such a way that it can intentionally or unintentionally influence the readers’ perception, and it is not necessarily unbiased. The goal of CT is to change the world and think about it differently (Mirra, Morrell & Filipiak, 2018), and to aid in the development of systems that improve the lives of readers. If the need arises, this study aims to indicate that readers must emancipate themselves from misinformation regarding extracts from the textbooks that were examined, as portrayed by extracts from the text.



The text in the above extract from NGW (p. 6) is certain without doubt that the LRA has a “main aim”, which has the potential to influence the readers’ perception of the Act through use of a

presupposition. The text may intentionally convey undercover messages associated with social power, brutality, pre-eminence, and injustice (Petersen, 2020). CDA examines how language is used to build certain political stances with uneven power relations (Addae, Fenyi & Alhassan, 2022).

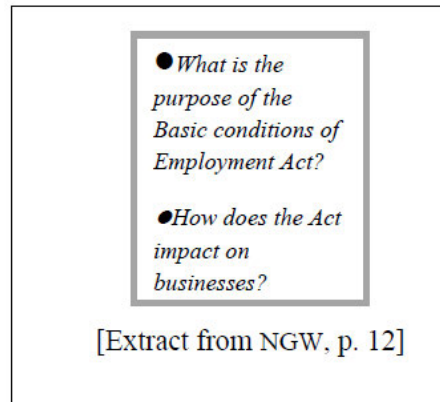
4.3 Implications of the Act on employers and employees

- *Both employers and employees are protected in terms of the Act.*
- *Many employees feel they are entitled to the rights as prescribed in the Act and sometimes take sick leave when they are not sick, simply because they feel it is their rights.*

Workers may demand their rights in terms of the Labour Relations Act.

Extract from NGW, p. 12.

The text in the above extract from NGW (p. 12) expresses certainty about the Act as a custodian of employees' entitlement to the right to take sick leave even when they are not sick, through the use of a presupposition. The text appears to have generated an obvious imbalance, manifesting in text distortion that enacts, uncovers and describes, and in some cases influences readers (Al-Bahri, 2021). The text in this extract is a manifestation of how language is used to portray power and influence, a practice that furthers the interests of the dominant group.



The above extract from NGW (p. 12) displays complete certainty that the Act had “purpose”; this can have power over the readers’ understanding through the deployment of presupposition, as no other option is given. The text appears to have established an obvious imbalance in relationships, which can be used to manage readers (Fowler & Kress, 2018).

The BCEA helps to protect the rights of children by prohibiting the employment of children. According to the Act, it is a criminal offence to employ a child under 15 years of age and children under 18 may not be employed to do work that is inappropriate for their age or that places them at risk.

Extract from MAK, p. 6.

Similarly, the extract from MAK (p. 6) indicates complete certainty that the Act made it criminal to employ “a child under 15 years of age”. CDA warns readers that language can sometimes be used to generate certain political perspectives, implying uneven power relations between those in power and the manipulation of society as a whole (Catalano & Waugh, 2020). Children are defined as anybody under the age of 18 in the South African Constitution (Baird, 2022). Every child has the right to basic nutrition, shelter, health care, and social services, according to Section 28 of the South African Constitution. Children in South Africa have a right to be safeguarded

against mistreatment, neglect, abuse, and degradation, including being forced to work (Ndlovu & Tigere, 2022).

The Department of Labour appoints labour inspectors to promote, monitor and enforce compliance with employment laws.

Labour inspectors can advise employees and employers on their rights and responsibilities in terms of employment laws. They also conduct inspections, investigate complaints and can issue a compliance order to an employer who is not complying with an employment law.

Extract from MAK, p. 6.

The above extract (MAK, p. 6) shows that the text had firmness about the presupposition “is”, because the Act is certain that there will be an order issued by a compliance officer to “an employer who is not complying with an employment law”. The Department of Labour’s aim is to use suitable legislation and regulations to manage the South African labour market, in order to ensure a sustainable economy (Carrim, Scheepers & Moolman, 2022). Further aims are to inspect, monitor, and enforce compliance, to defend human rights, and to provide employment services. Through a series of policies and programmes designed in conjunction with social partners, in RSA the Department of Labour plays a vital role in decreasing unemployment, poverty, and inequality.

*The **Labour Relations Act (LRA) No. 66 of 1995** is another example of recent legislation developed in the response to demands for redress and equity.*

Extract from VEL, p. 9.

In the above extract from VEL (p. 9), the text indicates certainty that the LRA was “developed in the response to demands for redress and equity”. The way in which the presupposition “is” was presented in the extract wittingly or unwittingly can manipulate the readers’ perspective that what The EEA is a law in RSA that promotes workplace equity and ensures that all employees have equal opportunities and are treated equally by their employers (Carrim, Scheepers & Moolman, 2022; Othman & Fouda, 2022). The law safeguards all employees in South African workplaces from discrimination and unjust treatment. The law also indicates that an employer cannot discriminate against anyone through employment policies, either directly or indirectly. The EEA mandates the implementation of affirmative action policies to address the disadvantages that some groups face in the workplace (Maphaka, 2021; Matotoka & Odeku, 2021). In the context of RSA, the designated group refers to Black Africans, Coloured people, Indians, South African Chinese people, women, and those living with disabilities. The EEA ensures equal representation in all occupational categories and levels of the workforce through affirmative action programmes (Moore, 2021).

The overall purpose of the Act is to advance economic development and social justice, and to regulate the right of workers to fair labour practices.

Extract from VEL, p. 9.

In another extract from the same page of VEL, the text again has firmness about the presupposition “is” because the Act is certain that it surely will “advance economic development and social justice”. The extract appears to have generated an obvious connection imbalance, which may manipulate the reader to believe the power of the presupposition “is”, and that the “Act” is essential. The book’s text demonstrates how language is used to convey control and influence, a method that contributes to the dominance of those in authority.

6.4 Insinuation

Insinuation is when a writer makes comments that are discreetly provocative and difficult to dispute (MacLachlan, 2021; McGregor, 2003; Huckin, 1997). Insinuations are cleverly suggestive; conveying multiple meanings, allowing the author to deliberately ‘demonstrate’ that there was no desire to deceive. It is another sentence-level strategy used for manipulation. While knowing the language is all that is required to identify a conjecture, insinuation also requires some background information. When comments are challenged, insinuation is utilised as an escape method (Joshi, 2021). For example, the author might deny responsibility by claiming that he or she was only thinking about one of two possibilities. When anything is stated to include aspects of justification, it is referred to as insinuation. It is the use of language in such a way that things that have a negative image before the words are said/written are regarded as having a positive image afterwards.

***Purpose:** For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important piece of legislation. However, the purpose of the Act covers more than that - it promotes economic development, **social justice**, labour peace and the democratisation of the workplace through the following:*

Other organisational rights provided by the Act are time off (usually unpaid) to participate in trade union activities (e.g. meetings), and the right of trade unions to have union membership fees deducted from salaries.

*For this purpose the Act allows for **bargaining councils** - a trade union (or more than one) and an employers’ organisation (or more than one) may form a bargaining council.*

Extract from MAN, p. 15.

The above extract (MAN, p. 15) presents an insinuation. The text may be misleading because only three stakeholders are referred to, leaving out workers who choose not to be under trade unions. The above extract has the potential to control the readers’ perspective. The text appears

not to be in line with the principles of critical theory, because the goal is to change society as a whole, independent of social, political, or cultural beliefs (Visser, 2019). Moreover, the text appears not to be in line with the goal of CDA, because CDA examines how language is used to articulate, establish, and justify social injustice. Furthermore, CDA aspires to rigorously examine the frequently tangled networks of connection and volition that exist between discursive activities, occurrences, and texts (Kennedy, 2019).

6.5 Summary of chapter six

This chapter included data from six Grade 12 Business Studies textbooks. It found specific meanings buried within the texts that were extracted using the techniques of McGregor (2003) and Huckin (1997), in passages where words and sentences were presented utilising linguistic forms such as omitting other words. The fieldworker was able to examine specific meanings around laws and associated phrases employing this approach.

Presuppositions were found in sections where the authors could be seen to employ specific words and sentences in the text to manipulate readers into thinking in a certain way. The fieldworker was able to extract meanings with the support of the focus of CDA. It also revealed how authors take terms for granted in order to offer an entirely different reading of the text. Insinuation was only found once, where authors could be seen to employ specific words and sentences to manipulate readers into thinking in a certain way.

The following chapter, Chapter Seven discusses the claims that appeared in Chapters Four, Five and Six, which are grouped into five themes, namely: compliance as a linguistic form; styling regulations using the technique of topicalisation; compliance; inclusion; and neoliberalism.

CHAPTER SEVEN

FINDINGS, RECOMMENDATIONS, DISCUSSIONS AND CONCLUSIONS

7.1 Introduction

This study analysed the representations of contemporary legislation in South African that are entrenched in Grade 12 Business Studies textbooks. The data were analysed in Chapters Four, Five and Six, and this chapter discusses the claims made in those chapters. These are grouped into five themes, namely: compliance as a linguistic form; styling regulations using the technique of topicalisation; compliance; inclusion; and neoliberalism.

Moreover, this chapter also gave the conclusions from the analysis of the six Business Studies Grade 12 textbooks were analysed, explained, and discussed. The summary and conclusion of the study are presented in this chapter. An overview of each chapter is delivered, followed by a review of the study's research objectives and the methodology used in this study, as well as a summary of the entire study. The ramifications of the findings are also examined, as well as recommendations for future research. Finally, the fieldworker summarises the study's relevance, contribution to knowledge, and limitations, and draws broad conclusions.

Furthermore, this also chapter discussed the claims that appeared in Chapters Four, Five, and Six, which were grouped into five themes, namely: compliance as a linguistic form of "register", styling regulations using the technique of topicalisation, compliance, inclusion, and Neoliberalism (Huckin, 1997, p. 93). This chapter interpreted, explained, and discussed the findings from the textual analysis in the preceding three chapters. It noted that in the sample of six Business Studies Grade 12 textbooks that have been reviewed, the use of power is still embedded in the written words to control society by those in the elite.

Various extracts (e.g. MBE, p. 9, 10, 16, 17) topicalised the word "Act", to influence the reader to believe that this word is important, if not irrefutable. In observing that such content is not free from bias, the fieldworker's position with regard to this discourse is motivated by the desire to emancipate readers from lack of knowledge in ways that can transform their way of thinking

through CT (Anderson & Holloway, 2020; Lindahl, 2020). Similarly, the words legislation, rules and laws were topicalised in various extracts, which seemed to create a clear imbalance in relationships, and expose text distortions used to manage readers (Elzein, 2020). The text displayed how language is utilised to represent power and control, a practice that entrenches the domination of those in power (Caraccioli et al., 2021; Feuerwerker, 2020; Wu et al., 2018).

Neoliberalism refers to policies that favour and promote the economic system of private control, free trade, and decrease in government expenditure (Pinson & Morel Journal, 2016). Neoliberal philosophy emphasises the value of free market competition, and was seen in one of the six textbooks under the topicalisation instrument (NGW, p. 8,) which had the potential to persuade the reader that the words “Act” and “law” were much more important).

The purpose of CT is to restructure society and change how we think about it (Pennycook, 2022), and to help in developing systems that transform the lives of readers for the better (Allen, 2020; Hubbard Cheuoua, 2021).

7.2 Compliance as a linguistic form

Compliance as a linguistic form of register was wittingly or unwittingly evident in textbook MAN (p.18) that was examined. As discussed in Chapter Four, compliance was defined as “conforming to a rule, such as a specification, policy, standard or law” (Chiwendu & Osimiri, 2020, p. 147). This apparent following of instructions was clearly used as a linguistic form. When written, certain words may sound true. For example, an extract from MAN (p.18) appears to be certain that “most large businesses” conform to the requirements of “South African labour laws”. The problem with this register is the certainty in the language – while what is stated may not always be true, as businesses are guided by the macro environment (Cherunilam, 2021). The way in which the text in this extract (MAN, p.18) was presented seemingly had the potential to influence the reader to accept the word “laws” as conclusive. Pronouns (Their) – from chapter four

This fixed thinking is also apparent in the use of the metaphor of “war” to impress on the social partners that the “laws” of the country must be defend from non-compliance. War as defined by scholars is a state of normally open and declared armed unfriendly disagreement among people,

states and nations (Pogue, 2020). Additionally, war is an intentional worldwide armed dispute among political communities (Jordan, 2021). Moreover, war is the use of force to compel our opponent to comply with our wishes (Milevski, 2020), and is also a conflict between political groups who are involved in a hostility of substantial duration and magnitude. The “social partners” are not appealed to or requested but rather are informed to go to “war against” the enemy, which is “non-compliance” (MAN, p. 18).

What was apparent was a contradiction in the use of the words “join hands” and “war” (MAN, p. 18) when referring to “non-compliance” with the “labour law”. This contradiction may confuse the reader into thinking that the “laws” are beyond question. Figuratively the “special advisor to the Minister of Labour, Herbert Mkhize” is seemingly asking the social partners to work together in defending the laws of the country against non-compliance. Using the metaphor of war to instruct the “social partners “to defend the “laws” of the country against “non-compliance” maybe problematic from the readers’ perspective.

Compliance is the fact of embracing a particular legislation, law or rule, and of acting according to an arrangement (Young, 2013). In addition, compliance is a condition of being as per set up rules, established guidelines or stipulations. Furthermore, compliance also alludes to a business’ effort to guarantee that it and its representatives cling to lawful and regulatory prerequisites, industry practice, and its own internal policies, norms and standards (Root Martinez, 2019). Compliance is supposed to be a predominant business concern (Le, Malesky & Pham, 2020). In this study four out of the six textbooks showed evidence of compliance.

The text in an extract from MAN (p. 18) may exploit the readers’ reflections about the term “laws”, and appears to revolve around those who are in power and control, because the law and legislation are regulated by the Government. The text seems to reflect a clear imbalance in relationships, and is likely to sway the reader to assume that the words “law” and “legislation” are imperative.

In MAK (p. 13), the text may persuade the reader that the word “Act” is the most essential, despite the fact that all words in the sentence are supposed to be considered equally. Similarly, the word “legislation” on the same page is topicalised using a white background and darker shading, which may influence the reader to accept that the word “legislation” is more important.

Such presentations are not unprejudiced, and the study seeks to suggest that readers must free themselves from accepting texts purely at face value.

7.3 Styling Regulations using the technique of topicalisation

One of the various methods of topicalisation is the use of a different colour (McGregor, 2003; Huckin, 1997). The findings revealed that the sample texts often used the colour red when writing the word “Act”. This allegedly displays how language is employed to represent power and control, a practice that further entrenches domination of the powerful (Caraccioli et al., 2021; Feuerwerker, 2020; Wu et al., 2018). The word “Act” forms part of “ruling” or “legislation”. Apparently the text is highlighting the role of a particular grouping: the text foregrounds the “legislation” as opposed to workers (“trade unions”) and “employers (management)”, and might create a viewpoint or angle that influences the readers’ perception about the word “Act”. The colour red is used to convey a sense of danger and anger (Mohr et al., 2018; Young, Thorstenson & Pazda, 2018; Armstrong, Richards & Boyd, 2021). CDA tells us that language is utilised primarily to analyse complex as well as transparent structural relationships of dominance, discrimination, power, and control, which can be shown in spoken or written language (Danquah, 2020).

Changing font size is another method of topicalisation (McGregor, 2003; Huckin, 1997). The text also topicalised the word “Act” by using a larger font size; deliberately promoting undercover messages that the reader must pay attention to the word “Act” (Adams, 2021) and that it is important. This together with the use of the colour red colour has the potential to attract readers’ attention and is associated with power, and might manipulate the reader to assume that the concept of “Act” is beyond question.

The text in MBE (p.9, 10, 16 & 17) topicalised the word “Act” within a bold and large font heading to highlight this word, with the purpose of influencing the reader to believe that it is important. The text is located and topicalised by its physical placement and font size, to stress the importance of this word. The content in these extracts was not free from bias, and the fieldworker’s position with regard to this discourse is motivated by the desire to emancipate readers from lack of knowledge in ways that can transform their way of thinking through CT (Anderson & Holloway, 2020; Lindahl, 2020).

MHL (p. 15 & 21) topicalised the word “Act” by using a bold and larger font size in blue within the headings, probably to manipulate the reader into believing that this word is important. Blue is a colour related to the power of the ocean and the sky, and the text in the extracts may neglect the neutrality of the term “Act” and convey a message of power and significance embedded in the colour used to topicalise it. The word “Act” is topicalised in bold to emphasise its significance to the content; it is usual for authors to use bold text to highlight what they want the reader to take note of. The extracts are an attempt to influence the reader to pay attention to the text underneath the heading, which shows how headings are used in the writing of instructional or informational text to influence or incite the reader to read the content that follows.

The word Act is purposely topicalised in further extracts from MHL (p. 15, 21), with the text on a shaded background to indicate that it is powerful. The text appears to revolve around those who are in power and in control, because the “Act” is regulated by the government and members of the “National Defence Force, National Intelligence Agency or the South African Secret Police”, who are working for the Government. The text used seems to create a clear imbalance in relationships, and exposes use of distortions of text to enact, discover, describe and, in some cases, allow and manage readers (Watson, 2020; Mongia, 2021). It is likely to sway the reader to assume that word “Act” is undeniably important.

In NGW (p. 6, 12, 13) topicalised the word “Act” by using a text box to emphasise its importance; they also used a small font size inside the text box and the colour. Text boxes may be helpful in drawing readers’ attention to particular text (Serafini, 2020), and may have the power – intentionally or unintentionally – to influence the reader through familiarity of letter sizes. The text box helps in connecting the readers and the text on a deeper level. It is possible that the text influences the reader to accept that the word “Act” is neutral, but the use of grey colour may change the mind and body by creating feelings of depression. The text used black in writing the word “Act” inside the grey text box; this allegedly displays how language is utilised to represent power and control, a practice that further entrenches the domination of those with power (Snowdon & Eklund Karlsson, 2021).

MAK (p. 9) topicalised the concept of “Act” by using a diagram, with the word appearing in small text at the centre, which could lead the reader to believe that this concept is unimportant.

However, one needs to guard against the misuse of power through written text, as advised by CDA scholars. A text extract on the same page (MAK, p. 9) appears to embody a misuse of power, because of the way in which the concept of “Act” appears in the middle, in italics, with a grey shading over it, all of which might draw the readers’ attention. CDA is the examination of text because sometimes it contains an impression of power, hegemony, belief system, or predominance (Sdobnyakova-Stenersen, 2021). The text in the extract also topicalised the word “Act” by using it in a subheading. This might generate a perspective that the word is of primary importance. Having interesting sub-headings might control and encourage the reader to read that section; they act as a holder to get the reader to stop, look and read throughout the writing.

Text in VEL (p. 9, 10, 11, 13, 17, 22) topicalised the concept of “Act” by using large, bold headings in green. This could possibly encourage the reader to accept that the concept of “Act” is mandatory. When authors want to make sure that the reader sees and understands specific words as more essential or dominant than others, they usually use bold to highlight them. CT aspires to change the world and get people to think about things in another way (Pennycook, 2022). For example, if the extracts from VEL mentioned above were fair, why was the text presented in bold and in a larger size than usual? CT supports the development of systems that improve the lives of readers (Allen, 2020; Hubbard Cheoua, 2021), and this study seeks to suggest that readers must emancipate themselves from taking text at purely face value. In these extracts the text may persuade the reader that the word “Act” is the most essential, despite the fact that all words in a sentence are supposed to be considered equally. The text in an extract from VEL (p. 9, see Appendix D) appears to misuse power because of the way that the concept of “Act” is topicalised inside a rectangle, in green, to draw the readers’ attention.

Another apparent technique that was evident was use of lowercase (MAN, p. 23). Presenting the word “legislation” using lowercase and a smaller font size can be considered as a systematic attempt to spread notions about social power, such as brutality, dominance, and unfairness (Adams, 2021), and makes the word look less important. However, topicalisation of the word “legislation” in red links it with power, making it possible that this creates a stance or perspective that may control the readers’ insight about this word (Nazeer et al., 2020). A different extract from the same page of MAN (p.19) topicalised words by using a shaded background in tan, making the background 25% darker behind the sentence, and also employed a

table. It appeared to me that this text uses matters of power linked to supremacy in relation to the words “Act”, “rule” and “law” by topicalising them with the background colour,

A further extract from p. 19 of MAN is topicalised by using orange shading as the background colour that is 80% lighter behind the sentence containing the word “laws”. The extract appears to revolve around those who are in power and control, because the “laws” are regulated by the Government. The text seems to create a clear imbalance in relationships, and to reveal text distortions to enact, discover, and in some cases manage readers (Elzein, 2020), and probably could influence the reader to consider that the concept of “laws” is indisputable.

The text in VEL (p. 13) probably encourages the reader to believe that the concepts of “Act” and “laws” are important, by using a diagram. One needs to guard against the misuse of power, and CDA scholars advise members of society not to take what is written in text at face value. In this text (VEL, p. 13), it appears as if there is a misuse of power, because of the way in which the concepts of “Act” and “laws” appear in the middle, inside rectangle, shaded with green, which might draw the reader’s attention and perhaps influence their perspective of these concepts. CDA examines text because sometimes it contains an impression of power, hegemony, belief system, or predominance (Sdobnyakova-Stenersen, 2021).

The text in VEL (p. 22) topicalised the concepts of “Act” and “Constitution” by using the colour red, and used sentence case in labeling the inside rectangle of a diagram. The font size was also decreased from that normally used for the text, which can make it appear as less important. The red colour appears to represent violence, danger and anger (Mohr et al., 2018; Young, Thorstenson & Pazda, 2018; Armstrong, Richards & Boyd, 2021), and allegedly displays how language is utilised to represent power and control, a practice that further entrenches the domination of the powerful. One needs to guard against the misuse of power, and CDA scholars have advised society not to take what is written at face value. The presentation of the concepts of “Act” and “Constitution” in the middle, inside rectangle, shaded with red in this diagram may influence readers’ perspective of them.

Use of foregrounding/backgrounding (instrument) was evident in all of the six textbooks in this study. For example, Text in MAN (p. 15) used the colour red and a larger font size for the word

“Act”, which might promote undercover messages linked with social power, cruelty, pre-eminence, and injustice (Adams, 2021). The larger font and colour may make it seem that the concept of Act is irrefutable by the reader.

Text in MAN (p. 21) also foregrounded the word “Act” in bold to emphasise its significance to the content, and to influence the reader’s perception that the word is important. However, observing that the content is not free from bias, the fieldworker’s position with regard to this discourse is motivated by the desire to emancipate readers from lack of knowledge in ways that can transform their way of thinking through CT (Anderson & Holloway, 2020; Lindahl, 2020).

Words written in bold easily draw the readers’ attention; other extracts (MAN, p. 15; MBE p. 9, 10, 16, 17) also used this device as an attempt to influence the readers’ perception that the word “Act” is unquestionable. These extracts may thus accidentally neglect the neutrality of the term “Act” and convey a message of power and significance embedded in the colours and bold font that is used to emphasise the importance of a particular text (Milo-Shussman & Niva, 2019; Fuchs, 2020).

Similarly, text in NGW (p. 6, 12, 13) foregrounded the word “Act” in bold to emphasise its significance to the text’s content, and to influence the reader to pay attention to the text that follows beneath the headings. Use of bold font type and a large font size to foreground text points to the prevalence of bias on the part of the author. Although the fieldworker’s viewpoint on this debate is not without bias, it is motivated by a desire to CT to inform readers of what lies ‘below the surface’ (Anderson & Holloway, 2020; Lindahl, 2020). Likewise, extracts from MAK (p. 5, 7, 8, 9, 14) foregrounded the word “Act” by using headings of a larger size than the normal text, and the colour green, which may have the possibility to control or influence the reader by seizing attention to keep them reading down the pages following each heading. This foregrounding has the potential to lead the reader to accept that the word “Act” is more important, primary or essential. Such foregrounding is not neutral, and CDA seeks to make readers aware of this fact.

Use of modality (instrument) was evident in four of the six textbooks in this study. In MAN (p. 15) a tone of doubt could be created about a “trade union (or more than one) and an employers’

organisation (or more than one)”, since it appears that the Act does not compel the aforesaid organisations to form a bargaining council. This may manipulate the reader to assume that the Act in question (the LRA) does not have power over trade unions and employers’ organisations. The way in which the text is presented in this extract make it seem that social power has been misused. CDA has taught us that one needs to explore the social misuse of power by those who are able to produce text (Iqbal, Azhar & Shah, 2020; Al Falaq & Puspita, 2021). Supremacy and unfairness are corrected, reproduced, and abided by through text and talk in the political and social environment.

The text might have produced uncertainty in the readers’ mind that the LRA is not obliged to amend and repeal “laws” related to labour relations to facilitate sound labour relations; this could possibly lead to the reader not trusting the “Act”, which might have a negative impact on society. CDA has taught us that we must guide against the abuse of language usage, because it is possible that those who are in power can create social inequality as it is articulated, established, and legitimised by language use (Catalano & Waugh, 2020).

In MAK (p. 6) the “Act” is definite in informing the business that it is bound to record minimum information set by the “Act”. The text can encourage the reader to believe that the “Act” gives more power to the business – which is not the case in some instances, since the employees also have their role to play. CDA is mostly interested in analysing dense as well as transparent structural relationships of supremacy, discrimination, power, and control, and when these are revealed in language usage, it can be spoken or written (Danquah, 2020; El Shazly, 2021). The fieldworker is motivated by the desire to empower society so that their true interests may prevail in changes to the way this extract (MAK, p. 6) is presented by the text.

The text in VEL (p. 10) might have created a tone of suspicion in the readers’ understanding that with the “labour appeal court” there is no guarantee whether it will or will not “hear and rule on appeals or final decisions of the Labour Court”. It appears as if the labour appeal court is not forced to hear and rule on appeals. The way in which this extract was presented by the text seems to have the potential to control the reader into believing that the word “rule” may sometimes be confusing (Pennycook, 2022). It may cause doubt about the “labour appeal court” on “ruling appeals and any questions arising from the proceedings of the labour court”. If it appears to the

reader that the “rule” does not force the labour appeal court to rule on all “appeals and any questions arising from the proceedings of the labour court”, this may leave them in limbo about whether to trust the “rule” or not, which might have a negative impact on society.

The fieldworker believes that words placed in the text are authoritative, as they have the capacity to impart messages that are regarded as true. Therefore, CDA is a valuable approach because it critically assesses the creation of information to uncover motifs which may seem to be indisputable, to monitor the recreation of power contained by it.

As mentioned above, the text in NGW (p. 6, 12, 13) attempted to influence the reader to pay attention to the text underneath the headings, and the foregrounding pointed to the prevalence of bias on the part of the author. Similarly, in MAK (p. 5, 7, 8, 9, 14 – Appendix D) the text is topicalised to control the reader in accepting that the word “Act” is more important. The study seeks to suggest that readers must liberate themselves from being uninformed regarding what lies below the face value of such extracts.

Omissions were evident in passages from the four out of six Grade 12 Business Studies textbooks, where words or phrases referring to legislation. Readers may be hesitant to question statements that the author appears to take it for granted. The way in which the text in this extract (MAN, p. 15) was presented seemingly LRA has omitted words about other workers who had chosen not to be represented by a trade union in decision-making about their employment. It is important to note that the majority of South African employees are not represented by trade unions in the bargaining council (Runciman, 2019). CDA seeks to demonstrate how text omission in language may be used to support a particular position of power, a practice that promotes the interests of a dominant group. The (MAN, p. 15) extract seems to be lacking neutrality, and politicises words. CDA interrogates the neutrality or otherwise of words, and conveys the power that reveals the significance of who is creating the text (Matsuda, 2018).

MAN (p.15) further reinforces the omission. The extract showed that the text may confuse the reader about the words “democratisation of Labour Relations Act” In this context democratisation of the LRA’ is involving only three stakeholders, with the exclusion of one (those not represented by trade unions). The text is only talking about the people who are represented in the bargaining council. The Act has omitted the majority of employees who are

not represented by trade unions in the bargaining council (Runciman, 2019), the presentation of the words “democratisation of Labour Relations Act” is problematic as democracy implies fairness and consensus, and exclusion of unrepresented workers is contrary to this definition. In most cases, democratisation means that everyone is involved in making decisions and has a voice or an opinion. Employees who are not represented by trade unions in the bargaining council, however, appear to be left out in this context. The texts can be corrupted by power, hegemony, belief systems, or predominance, CDA is used to examine them (Gu, 2019).

Text in MAN (p. 17) omitted the words and other workers who are not unionised by choice, only mentioning “business and trade unions”. The text explicitly states that the Act “allows for legal strikes, go-slow and the downing of tools” for employees who are union members only in this context. That might confuse the reader about the fairness of the Act. The text appears to reveal a clear relationship of imbalance, as well exposing text distortions in order to enact, discover, and in some circumstances influence readers’ point of view about the Act (Dozono, 2020).

Text in MAN (p. 19) also omitted the words and other workers who are not unionised by choice. Also, the text states that the “Act provided for a more simplified dispute” – but it is unclear what constitutes “more simplified disputes”. Does this include un-unionised workers? Intentionally or accidentally the text may influence the readers’ perception regarding the LRA as not including all employees. The wording as per the extract (Man, p.19) suggests that the Act only caters for employees who are members of trade unions, at the complete exclusion of others who are not trade union members. This is a manifestation of the reason that CDA scholars seek to warn society against accepting all written texts as free from bias (de Oliveira Lopes & Heller, 2020). The way in which text has been omitted leads one to believe that there is an abuse of power.

Text in MHL (p. 16) omits the words and other workers who are not unionised, and employers who are not part of organised employers by choice. Every employee or employer has a right to determine his or her own constitution, in spite of whether they fall under a trade union or employers’ organisation or not. The text’s presentation may appear to lead the reader to believe that this law discriminates against employees who are not unionised and employers who are not members of an employer’s organisation, as provision for those who are non-unionised is omitted from the text. The elite may hide their negative goals in written language to control society, and

the text may purposefully promote disguised meanings relating to social power, pre-eminence, and injustice (Weihe, 2019).

Similarly, text NGW (p. 6) omits the words “other workers who are not unionised, and employers who are not part of organised employers by choice”. Text is presented in a way that may intentionally or unintentionally manipulate the reader into believing that this Act discriminates against employees and employers that are not members of organised labour and employers’ organisations respectively, as it is silent on how sound labour relations are facilitated for the non-unionised and the non-organised. The LRA was designed to cover all parties involved in the employment process. The fieldworker’s viewpoint on this discourse is motivated by a desire to emancipate readers from a lack of information through critical theory, in ways that can transform their way of thinking, observing that the content in NGW (p. 6) was not free of bias that is the lack of neutrality

Text in MAK (p. 15) omitted the word employers; the text might have created a point of view that the LRA protects only the rights of workers and not of employers. The South African Constitution, through the LRA, protects all of the stakeholders in the employment territory (Mohale & Kanjere, 2019). Every employer’s organisation has the freedom to organise its own administration, programmes, and activities, as well as to form and join federations. To participate in collective bargaining is a legal privilege that every employer’s organisation and employer has (Raj, 2022).

However, the rights granted to people in RSA by the Constitution, such as equality, privacy, dignity, and life, are extended to workers as well. Certain parts of the Bill of Rights are particularly beneficial to employees. The labour relations section of the South African Constitution reads: “everyone has the right to fair labour practices” (Horvat & Finn, 68, p. 2022). Every trade union has the freedom to run its own affairs, programmes, and activities, as well as to organise and join federations. Collective bargaining is a right that every trade union enjoys (Mashilo, 2022). Every employer has the right to organise and join an employers’ organisation, as well as to participate in the organisation’s activities and programmes (Mashilo, 2022; Opute & Mahmoud, 2022). The text in the book (MAK, p. 15) is presented in a manner that can be

interpreted as an intentional attempt to propagate undercover messages associated with social power, brutality, pre-eminence, and injustice (Bogard, 2021).

Presupposition was evident in passages from the six out of six Grade 12 Business Studies textbooks. Presupposition can also happen at the phrase level, when persuasive rhetoric is deployed to give the appearance that what a powerful person says is more important (Thompson, 2020).

Text in MAN (p. 15) creates the assumption that the only role of the state is to provide the mechanism (legislation); this can intentionally or unintentionally influence readers to believe that there is no alternative to legislation. The state is not only the role player in labour relations – the trade unions and employers’ organisation are also key stakeholders when it comes to promoting “the relationship between the employer and the employee”. A trade union is a group of employees whose primary goal is to govern relations between employees and their employers, which can include any employer’s organisation (Opote & Mahmoud, 2022). The text may seemingly demonstrate how language may be used as a tool to manage and maintain dominance by people in authority in order to manipulate society (Quyyum, Ali & Akash, 2020; McDonald & Forte, 2021).

Text in MBE (p. 9) used presupposition to make it look as if “South Africa’s Labour Relations Act (LRA) is [certainly] one of the most thorough pieces of labour legislation in the world” (Fergus, 2022). This extract illustrates how the most dominant groups use words to pursue their beliefs, as this text does not make it easy for the reader to ascertain whether South Africa’s LRA is indeed the world’s most thorough piece of legislation. Text can be influenced by a dominating group’s social power over the actions and thoughts of another group (Grant & Preston, 2019).

Text in MHL (p. 15) uses presupposition to make it look (in the eyes of the reader) as if the Act that “is guided by the Constitution” is flawless. The text has the potential to influence the readers’ perception of the Act. The deployment of the presupposition “is” means the reader might assume that this statement is true and cannot be questioned. The readers’ freedom is limited by the use of the presupposition “is”, which may shape the readers’ knowledge, attitudes, ideologies, and speech in a certain direction (Shiryeva et al., 2019).

Text in NGW (p. 12) expresses certainty about the Act as a custodian of employees' entitlement to the right to take sick leave even when they are not sick, through the use of a presupposition. The text appears to have generated an obvious imbalance, manifesting in text distortion that enacts, uncovers and describes, and in some cases influences readers (Al-Bahri, 2021). The text is a manifestation of how language is used to portray power and influence, a practice that furthers the interests of the dominant group.

Text in MAK (p. 6) shows firmness about the presupposition "is", because the Act is certain that there will be an order issued by a compliance officer to "an employer who is not complying with an employment law". The Department of Labour's aim is to use suitable legislation and regulations to manage the South African labour market, in order to ensure a sustainable economy (Carrim, Scheepers & Moolman, 2022). Further aims are to inspect, monitor, and enforce compliance, to defend human rights, and to provide employment services. Through a series of policies and programmes designed in conjunction with social partners, in RSA the Department of Labour plays a vital role in decreasing unemployment, poverty, and inequality.

Text in VEL (p. 9) indicates certainty that the LRA was "developed in the response to demands for redress and equity". The way in which the presupposition "is" was presented in the extract wittingly or unwittingly can manipulate the readers' perspective that what The EEA is a law in RSA that promotes workplace equity and ensures that all employees have equal opportunities and are treated equally by their employers (Carrim, Scheepers & Moolman, 2022; Othman & Fouda, 2022). The law safeguards all employees in South African workplaces from discrimination and unjust treatment. The law also indicates that an employer cannot discriminate against anyone through employment policies, either directly or indirectly. The EEA mandates the implementation of affirmative action policies to address the disadvantages that some groups face in the workplace (Maphaka, 2021; Matotoka & Odeku, 2021). In the context of RSA, the designated group refers to Black Africans, Coloured people, Indians, South African Chinese people, women, and those living with disabilities. The EEA ensures equal representation in all occupational categories and levels of the workforce through affirmative action programmes (Moore, 2021).

Insinuation only appeared once out of six under contemporary legislation for Grade 12 Business Studies textbooks. Insinuation is when a writer makes comments that are discreetly provocative and difficult to dispute (MacLachlan, 2021; McGregor, 2003; Huckin, 1997). Insinuations are cleverly suggestive; conveying multiple meanings, allowing the author to deliberately ‘demonstrate’ that there was no desire to deceive.

Text in MAN (p. 15) presents an insinuation. The text may be misleading because only three stakeholders are referred to, leaving out workers who choose not to be under trade unions. The text has the potential to control the readers’ perspective. The text appears not to be in line with the principles of critical theory, because the goal is to change society as a whole, independent of social, political, or cultural beliefs (Visser, 2019). Moreover, the text appears not to be in line with the goal of CDA, because CDA examines how language is used to articulate, establish, and justify social injustice. Furthermore, CDA aspires to rigorously examine the frequently tangled networks of connection and volition that exist between discursive activities, occurrences, and texts (Kennedy, 2019).

7.4 Inclusion

Accepting to allow someone or anything to take part in an activity or enter a space is the act of inclusion (Goodall, 2020). Involving someone in anything is the act of inclusion (Barrow, 2021). Inclusion is the act of purposefully including someone from participation. Inclusion also refers to ideas that involve everyone in utilising resources, taking part in similar exercises, and enjoying the same experiences in society. Inclusion was evident in this study, while two out of the six textbooks showed evidence of inclusion.

MAN (p. 18) appears to revolve around those who are in power and control, which is evident because the “laws” are regulated by the Government. The text seems to create a clear imbalance in relationships, with distortion of text to enact, discover, describe, and in some cases manage readers (Watson, 2020; Mongia, 2021), which may manipulate the reader to believe that the concept of “laws” is unquestionable. In terms of register, the use of a pronoun by the text “they” is uncomfortable. It is likely that the reference to MBE (p. 9) can encourage the reader to believe in a certain perspective. The text may accidentally or not, making reference to other people; in this context are *workers* (MBE, p. 9). However, not all South Africans support the labour legislation

which is the BBBEE Act (No. 53 of 2003), as updated (Xaba, 2020; Vilakazi & Bosiu, 2021), because appears as it is unfair and discriminatory and does not “comply with the standards of the International Labour Organisation (ILO)”. The BBBEE Act discriminates against white workers in RSA because it was passed based on racial grounds (Herman, 2017; Bhorat, Lilenstein, Oosthuizen & Thornton, 2020). This can control the reader’s confidence about the certainty of the text.

The text has presented pronoun “is” which is linked to the concept “rules”. In terms of register, the use of a pronoun by the text may be thorny and in this context might influence the reader’s interpretation of the word “is”. Also, the findings have unmasked the use of the possessive pronoun “their” when referring to the concept of “rules”(MBE, p. 17). Through CTthe study seeks to emancipate society from its uninformed state of affairs concerning contemporary legislation and the way it is represented in South African Grade 12 Business Studies textbooks.

7.5 Neoliberalism

Neoliberalism refers to policies that favour and promote the economic system of private control, free trade, and a decrease in government expenditure (Pinson & Morel Journal, 2016). The neoliberal philosophy emphasises the value of free market competition. Neoliberalism was evident in this study, where one of the six textbooks showed evidence of it, using the topicalisation instrument. An extract from NGW (p. 8) appears to have the potential to persuade the reader that the words “Act” and “law” are much more important this is not unbiased. The purpose of CT is to restructure society and change how we think about it (Pennycook, 2022. CT can help in developing systems that transform the lives of readers for the better (Allen, 2020; Hubbard Cheuoua, 2021).

NGW (p. 8) revolves around the state (government), and the court, Act, law and constitution are controlled by the government, because the state is divided in into three powers, the legislative, executive and judiciary (Jacobs, 2019; Shane, 2019). The text is topicalised with white, shading the background to the sentence containing the words “Act” and “law” in a darker colour.

The practice of adding value to words, wordings, and drawings is known as shading (Teitelbaum et al., 2020; Gallagher et al., 2021), and when performed correctly it can create a convincing representation. White is a welcoming colour since it can be used with any other colour and

blends well (Zhou et al., 2020). In NGW (p. 8) it seems as the text may have the potential to sway the reader to accept that the word “Act” is important, and such a presentation may not be objective. The goal of CT is to persuade readers that they must overcome their ignorance about the way certain text is topicalised in order to sway their point of view. In this case, the text in NGW (p. 8) may have the potential to influence the reader to accept the absolute nature of the “Act” and the “law”.

7.6 A recap of each chapter

7.6.1 Chapter one: Introduction to the study

Chapter One provided the motivation and background information relating to what the concept legislation embraces in this study, and how the legislative processes unfold in South Africa. The phenomenon of this study was “legislation”. This is critical to situating the problem of how contemporary legislation is represented in South African Grade 12 Business Studies textbooks. It also presents the rationale for the study, a brief overview of literature, location of the study, the research objectives and questions underpinning the study. Moreover, the research methods and approach to the study were briefly discussed. This research utilised critical theory, which was an institution of understanding that emphasises the testing and evaluation of humanity and traditions, gained from knowledge across the human and social sciences environment.

The study employs critical discourse analysis (CDA) as a tool to analyse the representations of contemporary legislation in South African Grade 12 Business Studies textbooks, to determine how the topic is positioned in the sample text, and whose interests are being served by this positioning. The analytical tools used in the study were “Omission”, “Insinuation”, “Presupposition”, “Modality”, “Topicalisation”, “Foregrounding”, “Register” and “Connotation”, as employed by (Huckin, 1997, 91, 93; McGregor, 2003, 4-6).

7.6.2 Chapter two: Literature review

The second chapter gave an overview of the literature that was evaluated, based on scholarly work on the subject of legislation published both domestically and globally. The literature review began with an explanation of the term ‘legislation’ and what it means, followed by a discussion

of legislative theories. An in-depth examination of legislative discourses paved the way for the introduction of labour legislation discourses, followed by a review of current law in RSA.

Contemporary legislation in the South African context includes the following, among others: the Basic Conditions of Employment Act (No. 75 of 1997) as updated; the EEA (No. 55 of 1998) as updated; the BBBEE Act (No. 53 of 2003) as updated; the Labour Relations Act (No. 66 of 1995) as updated; NCA (No. 34 of 2005) as updated; and CPA (No. 68 of 2008).

Despite extensive debate in RSA the legislature over the last two decades about societal reform, little has come of it (Ornellas, Engelbrecht & Strydom, 2020). National assembly members commit to ensuring that legislation is in line with the country's Constitution (Gloppen, 2019). However, South African legislators have failed to enact legislation that would help the most vulnerable in society. RSA is in the paradoxical position of being both controlled, and under-legislated. One argument that has been made in defence of badly drafted legislation is that our courts have sufficient common sense to apply the law according to the spirit of its intention (Teršek, 2021).

Chapter Two described how Business Studies is a subject that trains learners for the demands of the 21st century by initiating them into the universe of businesses. Umezulike and Okoye (2013) consider Business Studies to be a pivotal representative of monetary and innovative growth necessary to extend human ability. Business studies merge aspects of economics, purchasing, accounting, and organisational studies (Bell, Bryman & Harley, 2018), and is a practical subject that plays a momentous function in financial growth by imparting information and skills to learners (Ghauri, Grønhaug & Strange, 2020).

Discussion in Chapter Two mentions that the role played by textbooks in this study is to transport the curricula across schools in RSA. Studies of textbook analysis often take an unequivocally critical viewpoint in analysing and highlighting unfairness, omissions and misinterpretation in the way they represent different characteristics of the worldview in terms of language usage (Struch, 2019). Textbooks thus might be another source of unfairness and injustice in education (Goodarzi & Weisi, 2020; Zahro, 2020).

The fieldworker presented the lack of neutrality of school textbooks. Study has found that school textbooks lack neutrality (Ramdhani & Maistry, 2020). The study has found that females are excluded, oppressed, stigmatised, and treated as second-class citizens, with unfair representation (Pillay & Maistry, 2018). Teaching and learning materials that are employed in school have a crucial role in socialising the upcoming generations (Mukhamadovna, Sharipovna & Supkhonovna, 2020; Kravchenko et al., 2020) and have to be viewed as indivisible from the public.

Ngwenya and S'khumbuzo (2020) found that even though textbooks are associated with the curriculum in terms of topics covered, teachers establish that textbooks are inadequate in guiding and supporting them in terms of teaching learners new subject content and assessment tasks. A lack of support and guidance in textbooks obliged teachers to use other support materials to compensate for the shortcomings.

7.6.3 Chapter three: Research Design and Methodology / Methodological Approach

The third chapter outlined the research design and methodology used in this study, which included a qualitative approach, and CDA. The chapter also covered the sampling strategy, study limitations, the CDA process and ethical considerations.

A qualitative study was employed in examining on how contemporary legislation was presented and managed in South African Grade 12 Business Studies textbooks, which allowed for the extraction of rich data from the diverse meanings that different textbooks assign to current legislation.

A deliberation of CT can be found in the chapter, with a focus on putting mankind and traditions to the test and evaluating them. CT claims that bureaucratic, cultural, monetary, and social power in society constructs or manufactures truth (Gandy Jr, 2021). As a result, what may be known about the world is subjective as it is shaped by the dominant groups' values and social positioning (Stock & Fröhlich, 2021). It suggests that CT aims to liberate humanity from its enslavement to the environment. CT does not accept power connections as they are given, but takes a step back and asks how such an order is established, to provide a historical narrative of

the beginning of the current world order, as well as to determine where the power composition is weakest (Santos-Granero, 2020).

Sometimes oppression is defined strictly as referring to a group that has been marginalised by a powerful group (Hirblinger & Landau, 2020). As a result, some education fieldworkers mistakenly believe that a study subject that is not tied to an oppressed minority cannot be examined using critical theory. In this regard, the success of a CT is best appreciated in the social movement, in which individuals organise to change aspects of society in light of their newly acquired self-awareness.

CDA is the main focus of this study, and is a social analysis programme that examines discourse critically; in other words, language is used to address social change (Elyas et al., 2021; Ndiaye & Ngom, 2020). Furthermore, CDA focuses on how people abuse power (Salma, 2019); in the political and social milieu, writing and talking correctly, reproduce, and enforce supremacy and unfairness. It is worth repeating that CDA is concerned with perception and transformation through a study of the relationship between written and spoken language, to determine if text reveals issues like command, dominance, unfairness, and prejudice. CDA is best understood as a unified approach to linguistics, semiotics, and discourse analysis (KhosraviNik, 2020).

Furthermore, CDA attempts to analyse how language is used to articulate, construct, and legitimize social injustice (Allah, 2022). It aspires to rigorously investigate the often-tangled webs of connection and intentionality that exist between discursive practices, events, and texts, as well as larger social and cultural structures, relations, and processes. Through this study, CDA was utilised to explore social injustice as it is represented, signified, and constituted in written words or text employed in language (NADA, 2022).

Using CDA as a theoretical lens, the fieldworker was able to examine how language was organised in the texts, and meanings encompassed in the discourse replicated (Jarman-Clark & Cambre, 2021). CDA is a valuable approach in the fieldworker's opinion since it critically evaluates the development of information in order to see the motif that is uncovered or that is irrefutable in text, and to monitor the recreation of power contained by it.

The fieldworker was mindful of the issues of reflexivity in research. Reflexivity is defined as attention to examining the social, cultural, political, and interpersonal fields of discourse analysis and how the fieldworker is implicated in such relationships (Agarwal, 2020; Green et al., 2020). The fieldworker explored how current legislation is depicted in South African Grade 12 Business Studies textbooks, and used a variety of ways to ensure trustworthiness and reliability of the results gained, and more believable outcomes. To avoid potential individual or political bias in conducting the research, the fieldworker conducted an audit trail and member validation (Koppel & De Gagne, 2021; Power, 2021).

Discussion in Chapter Three also outlined the sampling process used to select the six textbooks, which were given the following pseudonyms: Manyonyo (MAN), Mbedu (MBE), Mhlaluka (MHL), Ngwekazi (NGW), Makhosonke (MAK) and Velanokwakhe (VEL). All were taken from the LTSM national catalogue of the DBE. The fieldworker honoured his family members by using their names in the study in this way (e.g. his father's name is Velanokwakhe and his grandfather's name is Makhosonke).

Chapter Three elucidated the study's plan of action to conceptualise the depiction of the topic of legislation in Grade 12 South African School Business Studies textbooks, channelled through the principles and methods of CDA (McGregor, 2003; Huckin, 1997). The study analysed the viewpoint of the text, in other words, looking at the intersection, slope, or edge (McGregor, 2003; Huckin, 1997), drawing on the techniques of register, connotation, modality, topicalisation, foregrounding, omission, presupposition and insinuation to analyse how legislation is presented in the sample textbooks. CDA aims to provide descriptions of texts that are most intriguing from a critical standpoint, such as those that appear to be linguistic manipulations serving an author's non-democratic aspirations.

7.6.4 Chapter Four: Presentation of data: Register, connotation and modality

Discussion in the fourth chapter examined the legislation discourse as it was presented in Grade 12 Business Studies textbooks using the instruments of connotation, register and modality (McGregor, 2003; Huckin, 1997). It also discusses the sub-theme of compliance as a linguistic form of register (Suhariyanto, Mustafa & Santoso, 2021) and the coordinated regulation of a collection of interdependent activities (Farjoun & Fiss, 2022).

The findings from the CDA indicate that extracts from the books (Presented in the chapter four and Appendix C) refer to conditions pertaining to compliance that may convey register. “Register” as discussed with reference to these extracts shows that certain words can imply that words that are written may sound true, even though they may not be (Huckin, 1997, p. 93).

Discussion also proceeded with connotation as a tool, which refers to nuances of meaning that go beyond employing a dictionary for a definition. Code words have a distinct connotation, as their nuances of meaning are intended to be understood only by a select group of people (McGregor, 2003; Huckin, 1997; Brooks et al., 2022). Connotations draw from the common use of a word or phrase in a meticulous kind of background/context.

The discussion went further by explaining use of modality as an instrument, which is the introduction of certain words to create a sense of inevitability and power (McGregor, 2003; Huckin, 1997; Ahearn, 2021). The “tone of doubt or surety is introduced by using words such as may, might, could, will, can, must, it seems to me, without a doubt, it’s possible that, maybe, or probably” are employed to form hesitation or security (Huckin, 1997, p. 84). Similarly, other words are introduced to provide a voice of power which implies that it is not to be challenged. When there is no guarantee in the reader’s mind, it might be the case that those who are in power can control society in the way they please. Therefore, textual analysis is primarily interested in studying crowded as well as transparent structural relationships of supremacy and control when these structural links of dominance, control, discrimination, and power are expressed in language usage (Pennycook, 2022).

Therefore, it can be impossible to comprehend or unmask inequality that might occur in society. The fieldworker argues that textual words are authoritative because they have the ability to convey messages that are accepted as true. Therefore, CDA is a valuable approach because it critically assesses the creation of information to see the motif that is uncovered, and to monitor the recreation of existing power relations contained by it.

7.6.5 Chapter five: Presentation of data:

Topicalisation, and foregrounding/backgrounding

Chapter Five continued with the critical discussion of the themes that emerged from the data, placing the findings within the study field and theoretical context defined in Chapters Two (literature review) and Three (methodology). The study then went on to conceptualise the text in greater depth, focusing on sentences, phrases, and words (McGregor, 2003; Huckin, 1997). Topicalisation, and foregrounding/backgrounding were the tools discussed in this chapter. Topicalisation is where the decision to place a sentence in “the topic position” directs the reader’s thoughts in a specific direction (McGregor, 2003, p. 5). The use of headings and keywords by the writer to emphasise specific themes by giving them textual prominence or otherwise is referred to as foregrounding or backgrounding (McGregor, 2003; Huckin, 2007).

Text in the books (within chapter five and Appendix D) that presents written text to topicalise the word “Act” in order to manipulate the reader’s perception to see this word as important is described. Also, the headings used in these extracts above show how factual writing such as the writing of instructional and/or informational text is used to influence or incite the reader to read textual content that follows. Other devices, such as text boxes, bold typefaces and colours that are used to topicalise words are revealed and explained.

Deliberation in Chapter Five also emphasised the instrument of foregrounding/backgrounding and how this was used in extracts from the textbooks to give certain parts prominence, either by their physical placement or size or by the prominence given to them through word preference or linguistic formation. Such foregrounding displays how language is utilised to represent power and control, a practice that looks after the domination of those who are in power. For example, text that foregrounded the word “Act” by using various devices (e.g. large font size, bold type, colour) might promote undercover messages linked with social power and injustice, or manipulate the reader to assume that the concept of Act is very important.

7.6.6 Chapter six: Presentation of data: Omission, presupposition and insinuation

Deliberation in Chapter Six provided a comprehensive analysis of the instruments of omission, presupposition and insinuation, as guided by McGregor (2003) and Huckin (1997). The deliberate omission of content from linguistic descriptions in a sentence to incorporate numerous

possibilities is considered as omission (Egg, 2019). Presupposition can also happen at the phrase level, when persuasive rhetoric is deployed to give the appearance that what a powerful person says is more important (Thompson, 2020). Insinuation is when a writer makes comments that are discreetly provocative and difficult to dispute (MacLachlan, 2021; McGregor, 2003; Huckin, 1997).

In CDA terminology, an omission/or exclusion occurs when important information is left out of a text at the sentence level (Dey, 2021). This was found to be used in some extracts from the books (e.g. MAN, p. 15) on the LRA that showed that some words had been omitted. For example, it stated that the LRA established a bargaining council where employees “(trade unions), employers (management), and the state (government)” negotiate all employment-related issues – leaving out those workers who are unrepresented by trade unions, which is the majority of South African employees (Runciman, 2019). CDA seeks to demonstrate how text “omission” in language may be used to support a particular position of power; these extracts seem to be lacking in neutrality while politicising words (Huckin, 1997, p. 91). CDA forecloses the neutrality of words, and conveys the power that reveals the significance of who it is that is doing the communicating (Matsuda, 2018).

The text in the book (MAK, p. 15) is presented in a manner that can be interpreted as an intentional attempt to propagate undercover messages associated with social power, brutality, pre-eminence, and injustice (Bogard, 2021).

Another linguistic technique of word or phrase that writers can use to manipulate readers at the sentence level is presupposition (Huckin, 1997, p. 91; McGregor, 2003, p. 4), for example, where persuasive rhetoric is deployed to give the appearance that what a powerful person says is more important (Thompson, 2020). Findings indicated that the text in MAN (p. 15) created the assumption that the only “role of the state is to provide the mechanism (legislation)”, and this can intentionally or unintentionally influence readers into believing that there is no alternative to legislation.

Various examples were cited to indicate how the text may seemingly demonstrate how language may be used as a tool to manage and maintain dominance by people in authority in order to manipulate society (Quyyum, Ali & Akash, 2020; McDonald & Forte, 2021).

Chapter Six also alluded to the instrument of insinuation, where a writer makes comments that are discreetly provocative and difficult to dispute (MacLachlan, 2021; McGregor, 2003; Huckin, 1997). In an extract from MAN (p. 15) was used as an example, and showed that the text may be misleading because only three stakeholders were mentioned, leaving out workers who chose not to be under trade unions, which had the potential to control the readers' perspective.

CDA examines how language is used to articulate, establish, and justify social injustice. Furthermore, CDA aspires to rigorously examine the frequently tangled networks of connection and volition that exist between discursive activities, occurrences, and texts (Kennedy, 2019).

7.7 Purpose, objectives and research questions

The focus and the purpose of the study was to analyse the following topic: “the representations of contemporary legislation in South African Grade 12 Business Studies textbooks”.

The objectives were as follows:

1. To explore the representations of the discourse on contemporary legislation in South African Grade 12 Business Studies textbooks.
2. To explore the extent to which contemporary legislation is represented in South African Grade 12 Business Studies textbooks.
3. To explore contemporary legislation as it is presented in South African Grade 12 Business Studies textbooks.

The following critical questions were created to accomplish aforesaid objectives:

1. What are the representations of the discourse on contemporary legislation in South African Grade 12 Business Studies textbooks?
2. How is contemporary legislation represented in South African Grade 12 Business Studies textbooks?

- Why is contemporary legislation represented in South African Grade Business Studies 12 textbooks in the way that it is?

7.8 Model of the study

The model of analysis used for the Grade 12 Business Studies textbook wording and sentences was borrowed from Huckin (1997) and McGregor (2003). As indicated in Figure 2 below, the model shows that ‘text’ is in the middle of all of the instruments which are “omission”, “insinuation”, “presupposition”, “modality”, “topicalisation”, “foregrounding”, “register” and “connotation” employed by (Huckin, 1997, 91, 93; McGregor, 2003, 4-6). The double-sided arrows from all directions are pointing at ‘text’, implying that the written text is not neutral. It is possible that the reader may believe that what is written is true and correct – but that may be the case with all written text.

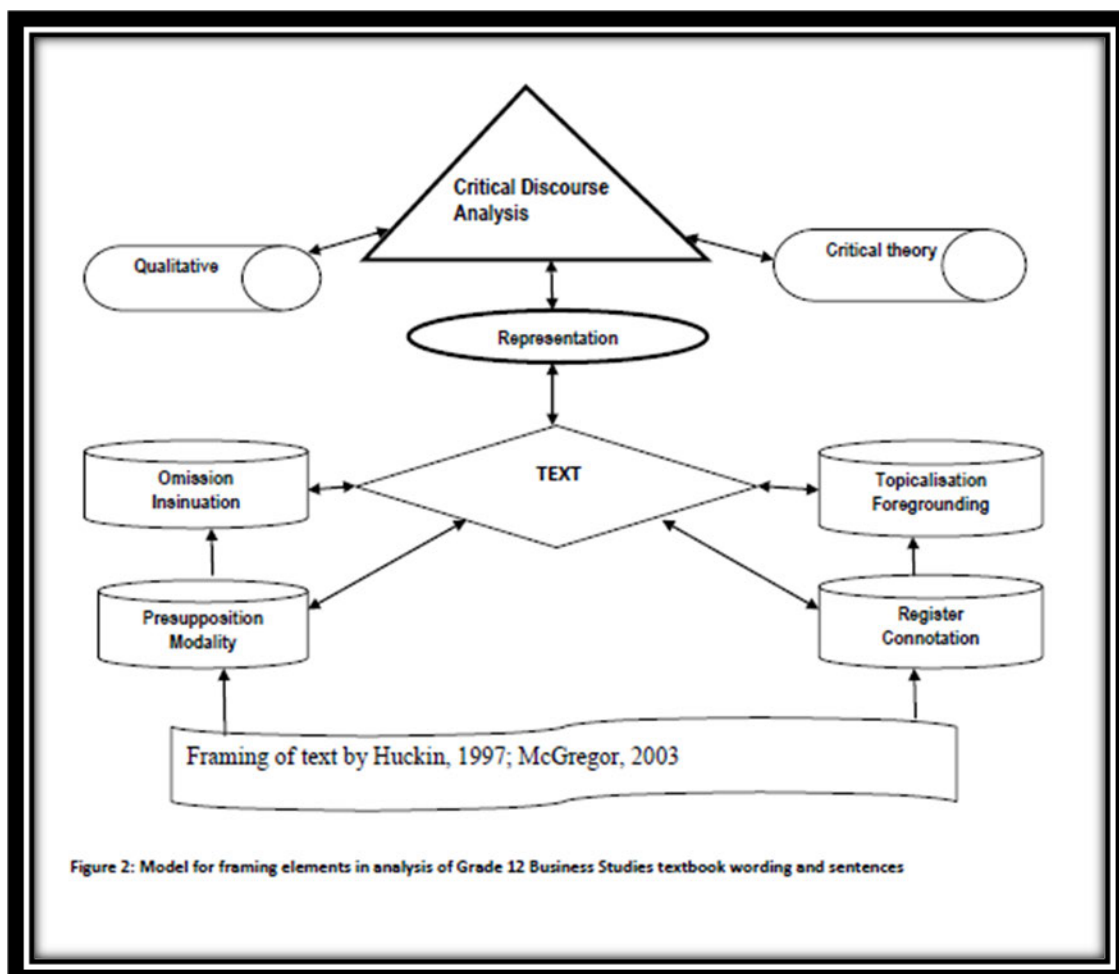


Figure 2: Model for framing elements in analysis of Grade 12 Business Studies textbook wording and sentences

‘Critical Discourse Analysis’ is written inside an isosceles triangle in the top middle of figure 2; because CDA eradicates words’ neutrality and conveys the power that displays the importance of who is doing the communicating. Furthermore, it shapes our professional identity, uniqueness, understanding, principles, point of view, and reality. Everything we do is infused with our conversation. Discourse has the potential to normalise social groups and uneven power relationships, even while the true goal of such rationalisation is prejudice, bigotry, and discrimination (Schraub, 2020). Those in charge, or aspiring to be in control, might mismanage our interest in topics of substance simply by using words.

The concepts of ‘qualitative’ and ‘critical theory’ are inside the flowchart. According to this model, these concepts hold equal power when the reader wants to analyse written words or sentences. Figure 2 above, the isosceles triangle, the word ‘representation’ is written inside an oval. The text is formed or represented not just by the words on the page, but also by how words are employed in a specific social context (Huckin, 1997; McGregor, 2003). When multiple readers and social contexts are engaged, there may be more than one understanding of a written text.

7.9 Implications of the study

This research suggested that Grade 12 Business Studies textbooks contain power, control and hidden messages, even though no explicit linguistic features are articulated at the surface level. Awareness of this must be raised, aimed at policymakers, textbook creators, textbook users, facilitators, teachers, and schools, to make power relationships and social group illustrations more reasonable (Syed, Junaid & Shahid, 2021).

In line with other studies on the lack of neutrality in commerce textbooks as it pertains to particular phenomenon (EMS – Pillay & Maistry, 2018 and Economics text – Ramdhani & Maistry, 2020), this study also concluded that Grade 12 Business Studies school textbooks lack neutrality as it relates to the representation of legislation. Grade 12 Business Studies teachers must inform their learners that, despite the prejudices ingrained in the curriculum and represented in Grade 12 Business Studies school textbooks, there is no one truth in learning and teaching. When using Grade 12 Business Studies textbooks, learners must ensure that their own

thinking, attitudes, behaviours, and mindsets allow them to think freely and with a sceptical mind.

A written text is a substantial, tangible product that is difficult to change, since it takes time for a school textbook to leave the education system once it is published. When Grade 12 Business Studies teachers and learners read and repeat the same thing, the content of the written text is likely to become regarded as fact. It is normalised, which makes it harder to get rid of. EMS study indicates that teachers treat school textbooks in the classroom as if they are neutral (Pillay & Maistry, 2018). However, teachers must be critical of school textbooks, examining how and why specific texts are written or presented in particular ways. Grade 12 Business Studies teachers, in collaboration with subject specialists, scholars, and policymakers, must examine school textbooks.

Grade 12 Business Studies teachers, subject specialists, academics, and legislators must interrupt what is written in school textbooks, demonstrating the complexity of the content while encouraging creative and critical thinking. Higher education institutions may find it beneficial to provide Grade 12 Business Studies teachers with skills that enable them to examine textual materials critically and present them in an unbiased manner.

There is a need for Ministries of Basic Education in RSA, as a custodian of education, Grade 12 Business Studies academics and teachers to meticulously scrutinise texts before they go to print. This could lead to the creation of high-quality textbooks and the elimination of the prejudice that is prevalent in Grade 12 Business Studies.

7.10 Recommendations

The fieldworker recommends and suggests that more research be done in other areas of teaching and learning that deal with legislation as presented in written discourse for schools. Furthermore, it is recommended that there is a deeper grasp of the area of focus, and that the study is expanded to Southern African countries that are doing Business Studies from Grades 10 to 12. It is also recommended that teachers and/or learners are included in the study.

7.11 Limitations of the study

The fieldworker is a Business Studies teacher, and one of the study's probable limitations was the fieldworker's position, which could have had a negative impact. The critical fieldworker must examine his or her own views and opinions to see if they are biased against the research as a whole. To guarantee that the results were more credible, the fieldworker clarified his status as a Business Studies teacher, fieldworker, and Deputy Head from the start of the study. This study focused on the CDA of the representation of legislation in South African Grade 12 Business Studies textbooks. Although the fieldworker taught Business Studies to learners in Grades 10 and 11, he does not believe his position had a substantial impact on this study.

Furthermore, the fieldworker was unable to make broad conclusions or general inferences about the data based on only one topic. When it comes to the qualitative aspect of this research, the goal was not to generalise, but rather to provide a full, careful analysis of the phenomenon in relation to word and sentence analysis in Grade 12 Business Studies textbooks.

The fieldworker did not include teachers or learners in this study; therefore, he did not acquire insight into the many pedagogical challenges at hand in a classroom. Some of the difficulties raised by the fieldworker during the text analysis may have been resolved as a result of such insights. Nevertheless, textbooks are distinct artefacts and a public kind of knowledge that reflect the general and overall discourse that pervades a culture at any particular time (Hildebrandt-Wypych & Wiseman, 2021).

7.12 Conclusion

The data that emerged from this research provide insight into how Grade 12 Business Studies policymakers, textbook creators, textbook users, facilitators, teachers, and schools can use critical discourse and language to make power relationships and social group illustrations more reasonable, as well as to more accurately and neutrally describe the phenomenon of legislation in the education system. The fieldworker believes that the study will spark meaningful debate and action on how to enhance the textual content of the Grade 12 Business Studies textbooks, and may promote accurate information and high-quality learning and teaching resources

Moreover, the overall outcome of the study is reported in this chapter, which re-examines the findings in relation to the study's research objectives and questions, as well as providing an outline of the methodology used in the study and a review of the overall study. This chapter explores the ramifications of the coverage of the topic of legislation in Grade 12 Business Studies textbooks, as well as suggestions for further research. The importance of the study and its contribution to knowledge are emphasised, with a review of the study's limitations at the end.

References

- Abaya, J. S. (1993). *Textbook questions and cognitive development: A comparative analysis of questions in junior and senior high social studies textbooks*. [Unpublished PhD dissertation]. The University of Toledo.
- Abebe, D., Chilton, A., & Ginsburg, T. (2021). The social science approach to international law. *Chicago Journal of International Law*, 22, 1.
- Adams, D. J. (2021). *The Meaning of "American": Portrayals of Americanism in US Citizenship Textbooks* [Unpublished doctoral dissertation]. University of Kansas.
- Addae, A., Fenyi, D. A., & Alhassan, H. (2022, January). Discursive strategies of ideological representations in political speeches: A critical discourse analysis of selected speeches of Kwame Nkrumah. In *UICELL Conference Proceedings* (pp. 102-122).
- Adorno, T. W., & Bernstein, J. M. (2020). *The culture industry: Selected essays on mass culture*. Routledge.
- Agarwal, V. (2020). *The semi-structured interviewing method in a qualitative study examining complementary and alternative medicine providers' knowledge discourse*. SAGE Publications Ltd.
- Agbo, E. I., & Nwankwo, S. N. P. (2022). PROJECT PORTFOLIO MANAGEMENT AND PROJECT SUCCESS IN NIGERIA: A STUDY OF AQUA-RAPHA INVESTMENT NIGERIA LIMITED. *GE-International Journal of Management Research*, 10(2), 1-26.
- Ahearn, L. M. (2021). *Living language: An introduction to linguistic anthropology*. John Wiley & Sons.
- Akpan, E. O. (2020). A Comparative analysis of consumer protection framework in Nigeria, United States of America and South Africa. *International Journal of Comparative Law and Legal Philosophy*, 1(2).
- Akuffo, K. (2019). Evolving jurisprudence in clinical legal education - A contemporary study in theory and practice. *International Journal of Clinical Legal Education*, 26, 46.
- Al Falaq, J. S., & Puspita, D. (2021). Critical discourse analysis: Revealing masculinity through L-Men advertisement. *Linguistics and Literature Journal*, 2(1), 62-68.
- Al-Bahri, N. (2021). *Critical Discourse Analysis and Political Discourse: Assessing Political Legitimacy in English to Arabic Translation of the UNPE Reports' Summaries (2020-*

- 2021) on Yemen. [Unpublished doctoral dissertation]. Auckland University of Technology.
- Alcaraz, K. I., Wiedt, T. L., Daniels, E. C., Yabroff, K. R., Guerra, C. E., & Wender, R. C. (2020). Understanding and addressing social determinants to advance cancer health equity in the United States: A blueprint for practice, research, and policy. *CA: A Cancer Journal for Clinicians*, 70(1), 31-46.
- Aleksovska, M., Schillemans, T., & Grimmelikhuijsen, S. (2022). Management of multiple accountabilities through setting priorities: Evidence from a cross-national conjoint experiment. *Public Administration Review*, 82(1), 132-146.
- Alfaro, J., & Bilbao-Nieva, M. I. (2022). A critical perspective. In *The Routledge International Handbook of Community Psychology: Facing Global Crises with Hope*. Routledge.
- Allah, G. K. (2022). Towards Cognitive Critical Discourse Analysis CCDA Methodology A multi-disciplinary approach to Social Science.
- Allen, A. (2020). *Critique on the Couch: Why CTNeeds Psychoanalysis* (Vol. 73). Columbia University Press.
- Almusallam, I. I. (2022). *An Exploration of the Concept of Face in Saudi Arabic Folk Expressions*.
- Ambekar, S. J. (2020). *A Socio-Legal Research & Citation Methods*. Educational Publishers & Distributors.
- Andersen, D. (2021). *The Roma's in a color-blind state*.
- Anderson, K. T., & Holloway, J. (2020). Discourse analysis as theory, method, and epistemology in studies of education policy. *Journal of Education Policy*, 35(2), 188-221.
- Angermuller, J. (2018). Truth after post-truth: for a Strong Programme in Discourse Studies. *Palgrave Communications*, 4(1), 1-8.
- Arizpe, E., & Hodges, G. C. (Eds.). (2018). *Young people reading: Empirical research across international contexts*. Routledge.
- Armayanti, R. (2019). Critical Discourse Analysis (CDA) on Qualitative Research: A Review. *REiLA: Journal of Research and Innovation in Language*, 1(1).
- Armstrong, G. M., Kotler, P., Harker, M. J., & Brennan, R. (2018). *Marketing: an introduction*. Pearson UK.

- Armstrong, K., Richards, A. S., & Boyd, K. J. (2021). Red-hot reactance: Color cues moderate the freedom threatening characteristics of health PSAs. *Health Communication, 36*(6), 663-670.
- Atuguba, R. A., & Tuokuu, F. X. D. (2020). Ghana's renewable energy agenda: Legislative drafting in search of policy paralysis. *Energy Research & Social Science, 64*, 101453.
- Avieli, H. (2021). 'A sense of purpose': Older prisoners' experiences of successful ageing behind bars. *European Journal of Criminology, 14*77370821995142.
- Baird, S. (2022). The silence of the 'I': Legal and social implications of intersex genital mutilation of children. *South African Journal on Human Rights, 1*-20.
- Bakken, J., & Andersson-Bakken, E. (2021). The textbook task as a genre. *Journal of Curriculum Studies, 1*-20.
- Balganesh, S. (2021). Long live the common law of copyright! *Columbia Law Review, 121*(1), 1-22.
- Ball, S. J. (2021). *The education debate*. Policy Press.
- Barros, M., & Michaud, V. (2020). Worlds, words, and spaces of resistance: Democracy and social media in consumer co-ops. *Organization, 27*(4), 578-612.
- Basson, Y. (2017). Selected developments in South African labour legislation related to persons with disabilities. *Potchefstroom Electronic Law Journal/Potchefstroomse Elektroniese Regsblad, 20*(1).
- Batt, D. M. (2021). Depoliticisation, technical discourse, and paper-money: a case study in the bank restriction period. *Journal of Cultural Economy, 14*(2), 225-239.
- Barrow, R. (2021). Inclusion vs fairness. In *The RoutledgeFalmer Reader in Philosophy of Education* (pp. 185-191). Routledge
- Bayat, A. (2020). *Life as politics*. Stanford University Press.
- Beaumont, M. (2021). A Psychoanalysis of Milk: The Case of Alfred Hitchcock. *Critical Quarterly, 63*(2), 50-79.
- Beck, U. (2018). *The reinvention of politics: Rethinking modernity in the global social order*. John Wiley & Sons.
- Bell, E., Bryman, A., & Harley, B. (2018). *Business research methods*. Oxford University Press.
- Bell, E., Warren, S., & Schroeder, J. E. (Eds.). (2014). *The Routledge companion to visual organization*. Routledge.

- Bennett, S. (2018). *Constructions of migrant integration in British public discourse: Becoming British*. Bloomsbury Publishing.
- Benton, W. C. (2020). *Purchasing and supply chain management*. SAGE Publications.
- Bhorat, H., Lilenstein, K., Oosthuizen, M., & Thornton, A. (2020). *Structural transformation, inequality, and inclusive growth in South Africa* (No. 2020/50). WIDER Working Paper.
- Biagi, F. (2020). Henri Lefebvre's Urban Critical Theory: Rethinking the City against Capitalism. *International Critical Thought*, 10(2), 214-231.
- Biebricher, T. (2020). *The political theory of neoliberalism*. Stanford University Press.
- Biggam, J. (2018). *EBOOK: Succeeding with your Master's Dissertation: A Step-by-Step Handbook*. McGraw-Hill Education (UK).
- Bigger, S. (2021). What is the Potential Educational Influence of the Educational Journal of Living Theories (EJOLTs)? Explorations in Methodology and Theory. *Educational Journal of Living Theories*, 14(1).
- Blanck, S. (2021). Teaching about migration: Teachers' didactical choices when connecting specialized knowledge to pupils' previous knowledge. *Journal of Social Science Education*, 20(2).
- Blignaut, C. (2018). *Effectiveness of conciliation as an alternative dispute resolution process in unfair dismissal disputes*. [Unpublished doctoral dissertation]. University of Pretoria.
- Bogard, K. D. (2021). *D. Willa Beatrice Player: A Quiet but Resolute Force for Social Justice*. [Unpublished doctoral dissertation]. Indiana State University.
- Boonzaaier, C., & Chisasa, J. (2018). The impact of the National Credit Act on residential mortgage lending in South Africa. *Journal of Applied Business Research*, 34(3), 533-544.
- Borraz, O., Beaussier, A. L., Wesseling, M., Demeritt, D., Rothstein, H., Hermans, M., ... & Paul, R. (2022). Why regulators assess risk differently: Regulatory style, business organization, and the varied practice of risk-based food safety inspections across the EU. *Regulation & Governance*, 16(1), 274-292.
- Bowen, T., Del Ninno, C., Andrews, C., Coll-Black, S., Johnson, K., Kawasoe, Y., ... & Williams, A. (2020). *Adaptive social protection: Building resilience to shocks*. World Bank Publications.
- Breyer, S. G. (2021). *Regulation and its Reform*. Harvard University Press.

- Brooks, H., Windfuhr, K., Prawira, B., Desyadi Putriningtyas, D. A., Lovell, K., Bangun, S. R., ... & Bee, P. (2022). Children and young people's beliefs about mental health and illness in Indonesia: A qualitative study informed by the Common Sense Model of Self-Regulation. *PloS one*, *17*(2), e0263232.
- Bruner, J. (2020). *Actual minds, possible worlds*. Harvard University Press.
- Burr, V. (2018). *Social constructionism*. Springer.
- Butler, J. (2021). *Excitable speech: A politics of the performative*. Routledge.
- Cann, S. (2018). *Administrative law*. Routledge.
- Caraccioli, M. J., Wigen, E., Lopez, J. C., Cheney, A., & Subotic, J. (2021). Interlingual relations: Approaches, conflicts, and lessons in the translation of global politics. *International Studies Review*, *23*(3), 1015-1045.
- Carapinha, R. (2010). *South Africa: Public policy*.
- Caridade, S., Braga, T., & Borrajo, E. (2019). Cyber dating abuse (CDA): Evidence from a systematic review. *Aggression and Violent Behavior*, *48*, 152-168.
- Carracedo, P., Puertas, R., & Marti, L. (2021). Research lines on the impact of the COVID-19 pandemic on business. A text mining analysis. *Journal of Business Research*, *132*, 586-593.
- Carrim, N. M., Scheepers, C. B., & Moolman, L. (2022). Employment equity and affirmative action in the South African landscape. In *Research Handbook on New Frontiers of Equality and Diversity at Work*. Edward Elgar Publishing.
- Carroll, C., Guinan, N., Kinneen, L., Mulheir, D., Loughnane, H., Joyce, O., ... & Lyons, R. (2018). Social participation for people with communication disability in coffee shops and restaurants is a human right. *International Journal of Speech-Language Pathology*, *20*(1), 59-62.
- Casanueva, A., Burgstall, A., Kotlarski, S., Messeri, A., Morabito, M., Flouris, A. D., ... & Schwierz, C. (2019). Overview of existing heat-health warning systems in Europe. *International Journal of Environmental Research and Public Health*, *16*(15), 2657.
- Cassim, T. (2020). *An Interpretation of disability in Grade 10 business studies textbooks in South Africa* (Doctoral dissertation).

- Casas, M. C., & Chinoperekweyi, J. (2019). Color psychology and its influence on consumer buying behavior: A case of apparel products. *Saudi Journal of Business and Management Studies*, 4(5), 441-456.
- Catalano, T., & Waugh, L. R. (2020). Introduction to Critical Discourse Analysis (CDA), and Beyond. In *Critical Discourse Analysis, Critical Discourse Studies and Beyond* (pp. 1-12). Springer, Cham.
- Cats-Baril, A. (2020). *Indigenous Peoples' Rights in Constitutions Assessment Tool*. International Institute for Democracy and Electoral Assistance.
- Celikates, R. (2018). *Critique as social practice: CTand social self-understanding*. Rowman & Littlefield.
- Chen, X. (2021). 3 Imaging Chinese in Touristic. *Language and Intercultural Communication in Tourism: Critical Perspectives*, 37.
- Cherry, F. (2019). *Stubborn particulars of social psychology: Essays on the research process*. Routledge.
- Cherunilam, F. (2021). *Business environment*. Himalaya Publishing House.
- Chin, W. (2022). The Recalibration of Force in International Counterterrorism, 2010–2020. In *Terrorism and Transatlantic Relations* (pp. 75-104). Palgrave Macmillan, Cham.
- Chinazzo, G., Wienold, J., & Andersen, M. (2018). Combined effects of daylight transmitted through coloured glazing and indoor temperature on thermal responses and overall comfort. *Building and Environment*, 144, 583-597.
- Chiwendu, O. B., & Osimiri, U. J. (2020). The Jurisprudence of Compliance and Enforceability of Environmental Protection Laws in Nigeria. *Journal of Law, Policy and Globalization*, 93, 147.
- Cho, M., & Park, S. (2021). Financial Consumer Protection in the Era of Digital Transformation: A critical survey of literature and policy practices. *KDI School of Public Policy & Management Paper No. DP21-04*.
- Choudhary, N. (2022). Informality and Organizing in Uganda: A Case for Cooperatives and Trade Union Partnership. In *Informal Workers and Organized Action* (pp. 63-77). Palgrave Macmillan, Singapore.

- Chowdhary, K. (2020). Natural language processing. In *Fundamentals of artificial intelligence* (pp. 603-649). Springer, New Delhi.
- Chowdhury, F. (2019). Application of rubrics in the classroom: A vital tool for improvement in assessment, feedback and learning. *International Education Studies*, 12(1), 61-68.
- Choy, B. H., Lee, M. Y., & Mizzi, A. (2020). Insights into the Teaching of Gradient from an Exploratory Study of Mathematics Textbooks from Germany, Singapore, and South Korea. *International Electronic Journal of Mathematics Education*, 15(3).
- Cohn, N. (2019). *The heart of the world*. Random House.
- Colby, D. (2020). Death Qualification and the Right to Trial by Jury: An Originalist Assessment. *Harvard Journal of Law and Public Policy*, 43, 815.
- Conley, J. M., O'Barr, W. M., & Riner, R. C. (2019). *Just words: Law, language, and power*. University of Chicago Press.
- Conradie, M. (2016). The constitutional right to fair labour practices: a consideration of the influence and continued importance of the historical regulation of (un) fair labour practices pre-1977. *Fundamina*, 22(2), 163-204.
- Coore-Hall, J. A. (2020). Bringing Women's Issues to the Legislative Agenda: Gender, Bill Sponsorship and Participation. In *Feminist Advocacy and Activism in State Institutions* (pp. 43-66). Springer, Cham.
- Cope, J. (2018). *Constructions of neoliberal hegemony: An ideology critique and critical discourse analysis of neoliberalism in the late 20th century*. [Unpublished doctoral dissertation]. Keele University.
- Crane, A., Matten, D., & Spence, L. (Eds.). (2019). *Corporate social responsibility: Readings and cases in a global context*. Routledge.
- Cremers, J. (2020, February). The European Labour Authority and rights-based labour mobility. In *ERA Forum* (pp. 1-14). Springer Berlin Heidelberg.
- Cross, F. B. (2020). *The theory and practice of statutory interpretation*. Stanford University Press.
- Curd-Christian, X. L. (2021). Environmental literacy: raising awareness through Chinese primary education textbooks. *Language, Culture and Curriculum*, 34(2), 147-162.

- da Silva Leite, J. R. G. (2021). *Advantages of Using User Experience Design Concepts in the Creation of E-Learning Courses*. [Unpublished doctoral dissertation]. Universidade de Lisboa (Portugal).
- Damianakis, T., Barrett, B., Archer-Kuhn, B., Samson, P. L., Matin, S., & Ahern, C. (2020). Transformative learning in graduate education: masters of social work students' experiences of personal and professional learning. *Studies in Higher Education*, 45(9), 2011-2029.
- Danermark, B., Ekström, M., & Karlsson, J. C. (2019). *Explaining society: Critical realism in the social sciences*. Routledge.
- Dang, L. (2019). *Visual branding: A guide to designing visual identity*.
- Dannefer, D. (2020). Systemic and reflexive: Foundations of cumulative dis/advantage and life-course processes. *The Journals of Gerontology: Series B*, 75(6), 1249-1263.
- Danquah, G. K. (2020). *A critical discourse analysis of three speeches of Nana Addo Dankwa Akufo-Addo*. [Unpublished doctoral dissertation]. University of Education, Winneba.
- David, R. (2018). *Exploration of ideological discourses of globalisation in South African Grade 12 Economics textbooks* (Doctoral dissertation).
- Davidov, G., & Mundlak, G. (2016). *Accommodating all? (Or: 'Ask not what you can do for the labour market; ask what the labour market can do for you')*.
- Davis, S., Deliman, A., & Hogue, B. (2019). *Critical Discourse Analysis. Short Guides in Education Research Methodologies*.
- Davis-Floyd, R., Gutschow, K., & Schwartz, D. A. (2020). Pregnancy, birth and the COVID-19 pandemic in the United States. *Medical Anthropology*, 39(5), 413-427.
- Day, T. (2018). *Success in academic writing*. Palgrave Macmillan.
- de Araujo, Z., & Smith, E. (2021). Examining English language learners' learning needs through the lens of algebra curriculum materials. *Educational Studies in Mathematics*, 1-23.
- De Beuf, T. L., de Vogel, V., & de Ruiter, C. (2020). Adherence to structured risk assessment guidelines: Development and preliminary evaluation of an adherence scale for the START: AV. *Journal of Forensic Psychology Research and Practice*, 20(5), 413-435.

- De Bot, K. (2020). A bilingual production model: Levelt's 'speaking' model adapted. In *The bilingualism reader* (pp. 384-404). Routledge.
- de Oliveira Lopes, J. A., & Heller, L. (2020). Explanatory Matrices on the Causes of a Tailing Dam Collapse in Brazil: The (Dis)Articulation of Epistemes. *Risk Analysis*, 40(12), 2524-2538.
- De Stefano, V., & Aloisi, A. (2019). Fundamental labour rights, platform work and human rights protection of non-standard workers. In *Research handbook on labour, business and human rights law*. Edward Elgar Publishing.
- De Villiers, B., & Taylor, M. (2019). Promoting a positive work experience for South African domestic workers. *SA Journal of Human Resource Management*, 17(1), 1-13.
- Dejours, C., Deranty, J. P., Renault, E., & Smith, N. H. (2018). *The return of work in critical theory: self, society, politics*. Columbia University Press.
- Delabastita, D. (2021). *There's a Double Tongue: An investigation into the translation of Shakespeare's wordplay, with special reference to Hamlet*. Brill.
- Department of Basic Education. (2011). *Curriculum and Assessment Policy Statement. Business Studies. FET Grades 10-12*. Government Printing Works.
- Dey, M. (2020). Analysis of the Critical Discourse and Adversaries. *International Journal of Social Sciences: Current and Future Research Trends*, 7(01), 1-30.
- Dey, M. D. M. (2021). An Analysis of the Critical Discourse and Adversaries: An approach to the analysis of major semiotic term. *Studies in Pragmatics and Discourse Analysis*, 2(2), 1-30.
- Dhanraj, R. (2018). *A critical analysis of unemployment entrenched in four Business Studies Grade 10 textbooks* (Doctoral dissertation).
- Diethelm, B. (2021). The Five-colour theory: A new approach to colour. *Color Research & Application*, 46(3), 595-603.
- Dixon, S., & Quirke, L. (2018). What's the harm? The coverage of ethics and harm avoidance in research methods textbooks. *Teaching Sociology*, 46(1), 12-24.
- Dolovich, S. (2022). The Failed Regulation and Oversight of American Prisons. *Annual Review of Criminology*, 5.
- Doshi, S. (2022). The influence of culture, evolving symbolisms and globalization on defining colour forecasting in India. *Fashion, Style & Popular Culture*, 9(1-2), 9-26.

- Dozono, T. (2020). The passive voice of White supremacy: Tracing epistemic and discursive violence in world history curriculum. *Review of Education, Pedagogy, and Cultural Studies*, 42(1), 1-26.
- Dreyer, J. A., Viviers, S., & Mans-Kemp, N. (2021). Reflecting on compliance with Broad-Based Black Economic Empowerment codes of good practice: Trends and suggestions. *South African Journal of Business Management*, 52(1), 11.
- Dudley, S. E. (2022). The Office of Information and Regulatory Affairs and the durability of regulatory oversight in the United States. *Regulation & Governance*, 16(1), 243-260.
- Dyar, K. L. (2022, January). Qualitative inquiry in nursing: Creating rigor. In *Nursing Forum*, 57(1), 187-200.
- Dziwa, D. D., & Postma, L. (2021). *Reorienting Art Teacher Education Pedagogy towards Learner Empowerment during COVID-19 Restrictions*.
- Egg, M. (2019). 9. Semantic underspecification. In *Semantics - Lexical Structures and Adjectives* (pp. 272-320). De Gruyter Mouton.
- Ehrenberg, R. G., Smith, R. S., & Hallock, K. F. (2021). *Modern labor economics: Theory and public policy*. Routledge.
- Eilermann, W. (2018). *Constructing# MeToo - A Critical Discourse Analysis of the German News Media's Discursive Construction of the# MeToo Movement*.
- Ekström, M., Patrona, M., & Thornborrow, J. (2018). Right-wing populism and the dynamics of style: a discourse-analytic perspective on mediated political performances. *Palgrave Communications*, 4(1), 1-11.
- El Shazly, R. F. (2021). The synergy of topoi and socio-cognition in ideology construction and identity reformation: war on terror discourse. *Behavioral Sciences of Terrorism and Political Aggression*, 13(1), 62-93.
- El Skaf, B. (2021). *Of Suffering and Social Norms: Social Workers' Conceptions of Trauma in Canadian Children and Youth*.
- Ellwood, J. W. (2018). *Reductions in US domestic spending: how they affect state and local governments*. Routledge.
- Elyas, T., Al-Zhrani, K. A., Mujaddadi, A., & Almohammadi, A. (2021). The representation (s) of Saudi women pre-driving era in local newspapers and magazines: a critical discourse analysis. *British Journal of Middle Eastern Studies*, 48(5), 1033-1052.

- Elzein, T. M. A. (2020). *Investigating the Relationship between Students' Depth of Vocabulary and their Proficiency in Reading Comprehension The case study: Ibn Khaldoon College*. [Unpublished doctoral dissertation]. Sudan University of Science and Technology.
- Eubanks, V. (2018). *Automating inequality: How high-tech tools profile, police, and punish the poor*. St Martin's Press.
- Ewing, K. P. (2020). *Stolen honor*. Stanford University Press.
- Ezer, F., & Aksüt, S. (2021). Opinions of Graduate Students of Social Studies Education about Qualitative Research Method. *International Education Studies*, 14(3), 15-32.
- Fairclough, G., Herlin, I. S., & Swanwick, C. (Eds.). (2018). *Routledge Handbook of Landscape Character Assessment: Current Approaches to Characterisation and Assessment*. Routledge.
- Farjoun, M., & Fiss, P. C. (2022). Thriving on contradiction: Toward a dialectical alternative to fit-based models in strategy (and beyond). *Strategic Management Journal*, 43(2), 340-369.
- Fergus, E. (2022). Reimagining employee representation in the context of collective bargaining under the Labour Relations Act 66 of 1995: The imperative of substantive equality and decent work. *South African Journal on Human Rights*, 1-21.
- Fernández-Vázquez, J. S. (2021). Measuring environmental website communications in Latin American universities: multimodal and ecolinguistic benchmarking. *International Journal of Sustainability in Higher Education*.
- Feteris, E. T. (2017). *Fundamentals of legal argumentation* (Vol. 1). Springer.
- Feuerwerker, Y. T. M. (2020). *Ideology, power, text*. Stanford University Press.
- Flansburg, G. (2021). *Performing Gender - Hell Hath No Fury Like a Woman Horned*.
- Fludernik, M. (2019). *Metaphors of Confinement: The Prison in Fact, Fiction, and Fantasy*. Oxford University Press.
- Fogarty, W., Lovell, M., Langenberg, J., & Heron, M. J. (2018). Deficit discourse and strengths-based approaches: changing the narrative of Aboriginal and Torres Strait Islander health and wellbeing. *Deficit Discourse and Strengths-based Approaches: Changing the Narrative of Aboriginal and Torres Strait Islander Health and Wellbeing*, viii.

- Forbes, J. (2018). *Responses of selected enterprises to the updated broad-based black economic empowerment legislation in Cape Town, South Africa*. [Unpublished doctoral dissertation]. Cape Peninsula University of Technology.
- Fowler, R., & Kress, G. (2018). *Critical linguistics* (pp. 185-213). Routledge.
- Fox, J., & Weisberg, S. (2018). *An R companion to applied regression*. Sage Publications.
- Fraser, H., Fraser, R., & 'Somewhere-Nowhere'. (2019). Poetics of Place: Inviting landscape to become part of the poetry. *Performance Research*, 24(2), 58-62.
- Fredriksson, T. (2021). *The Horror-Storied Prison: A Narrative Study of Prison as an Abject and Uncanny Institution*. [Unpublished Doctoral dissertation]. Department of Criminology, Stockholm University.
- Freedman, P. (2018). 8. Peasant Anger in the Late Middle Ages. In *Anger's Past* (pp. 171-188). Cornell University Press.
- Freeman, M. (2022). *Human rights*. John Wiley & Sons.
- Friedenberg, J., Martin, P., Uys, N., & Kvapil, M. (2022). Judged beauty of fractal symmetries. *Empirical Studies of the Arts*, 40(1), 100-120.
- Fuchs, C. (2016). *CTof Communication*. University of Westminster Press.
- Fuchs, J. (2020). Design Science with a Focus on User-Centred Evaluation of Written Information. In *Communicating about Risks and Safe Use of Medicines* (pp. 333-384). Adis, Singapore.
- Gago, J., Carretero, O., Filgueiras, A. V., & Viñas, L. (2018). Synthetic microfibers in the marine environment: A review on their occurrence in seawater and sediments. *Marine pollution bulletin*, 127, 365-376.
- Gallagher, R. J., Frank, M. R., Mitchell, L., Schwartz, A. J., Reagan, A. J., Danforth, C. M., & Dodds, P. S. (2021). Generalized word shift graphs: a method for visualizing and explaining pairwise comparisons between texts. *EPJ Data Science*, 10(1), 4.
- Gandy Jr, O. H. (2021). *The panoptic sort: A political economy of personal information*. Oxford University Press.
- Gardbaum, S. (2020). Comparative political process theory. *International Journal of Constitutional Law*, 18(4), 1429-1457.

- Gathongo, J. K., & Van der Walt, A. (2018). Towards an effective Kenyan labour dispute resolution system: A comparison with the South African labour dispute resolution system. *Obiter*, 39(2), 458-488.
- Gehman, J., Glaser, V. L., Eisenhardt, K. M., Gioia, D., Langley, A., & Corley, K. G. (2018). Finding theory–method fit: A comparison of three qualitative approaches to theory building. *Journal of Management Inquiry*, 27(3), 284-300.
- Geissdoerfer, M., Morioka, S. N., de Carvalho, M. M., & Evans, S. (2018). Business models and supply chains for the circular economy. *Journal of Cleaner Production*, 190, 712-721.
- Geldenhuis, J. (2020). Employment equity in tertiary education: the pitfalls of fast-tracking academics. *South African Journal of Higher Education*, 34(3), 65-88.
- Gell, A. (2021). *The anthropology of time: Cultural constructions of temporal maps and images*. Routledge.
- Gerber, G. A., & Curlewis, L. G. (2018). Criminal liability requirements of the new Broad-Based Black Economic Empowerment (B-BBEE) statutory fronting offence. *THRHR*, 81, 355.
- Ghanizadeh, A., Al-Hoorie, A. H., & Jahedizadeh, S. (2020). Critical Discourse Analysis. In *Higher Order Thinking Skills in the Language Classroom: A Concise Guide* (pp. 101-116). Springer, Cham.
- Ghauri, P., Grønhaug, K., & Strange, R. (2020). *Research methods in business studies*. Cambridge University Press.
- Gills, B., & Morgan, J. (2020). Teaching climate complacency: mainstream economics textbooks and the need for transformation in economics education. *Globalizations*, 1-17.
- Giraud, B. (2020). The changing face of union action put to the test by neo-liberal reforms in France. *Tempo Social*, 32, 137-156.
- Giroux, H. (2018). *Pedagogy and the politics of hope: Theory, culture, and schooling: A critical reader*. Routledge.
- Gjerde, J. (2021). *Catching a New Wave?: A Critical Discourse Analysis of Racial Identity Development Theory*. [Unpublished doctoral dissertation]. The University of Arizona.
- Gloppen, S. (2019). *South Africa: The battle over the Constitution*. Routledge.
- Goetschel, W. (2019). *Heine and Critical Theory*. Bloomsbury Publishing.

- Gonigroszek, D., & Szmigiero, K. (2021). Metaphorical meanings of colour in abstract art. *Social Semiotics*, 1-18.
- Goodall, C. (2020). Inclusion is a feeling, not a place: A qualitative study exploring autistic young people's conceptualisations of inclusion. *International Journal of Inclusive Education*, 24(12), 1285-1310.
- Goodarzi, A., & Weisi, H. (2020). Deconstruction of Cultural, Racial and Gender Dominance in Iranian Senior High School EFL Textbooks. *International Journal of Foreign Language Teaching and Research*, 8(32), 11-20.
- Grant, S. B., & Preston, T. A. (2019). Using social power and influence to mobilise the supply chain into knowledge sharing: a case in insurance. *Information & Management*, 56(5), 625-639.
- Green, G., & Kahn, C. (Eds.). (2020). *Making a difference: feminist literary criticism*. Routledge.
- Green, J. L., Brock, C., Baker, W. D., & Harris, P. (2020). Positioning theory and discourse analysis: An explanatory theory and analytic lens. In *Handbook of the cultural foundations of learning* (pp. 119-140). Routledge.
- Grimani, A., Aboagye, E., & Kwak, L. (2019). The effectiveness of workplace nutrition and physical activity interventions in improving productivity, work performance and workability: a systematic review. *BMC Public Health*, 19(1), 1-12.
- Gu, C. (2019). *Interpreters' Institutional Alignment and (Re) construction of China's Political Discourse and Image: A Corpus-based CDA of the Premier-Meets-the-Press Conferences*. The University of Manchester.
- Guilmartin Jr, J. J. (2022). Ideology and Conflict. The Wars of the Ottoman Empire, 1453–1606. *Warfare and Empires. Contact and Conflict between European and non-European Military and Maritime Forces and Cultures* (pp. 1-27).
- Hadar, L. L. (2017). Opportunities to learn: Mathematics textbooks and students' achievements. *Studies in Educational Evaluation*, 55, 153-166.
- Halliday, D., & Stewart, M. (2020). On 'Dynastic' Inequality. In *Oxford Handbook of Intergenerational Ethics*. Oxford University Press.

- Han, J. W., Ruiz-Garcia, L., Qian, J. P., & Yang, X. T. (2018). Food packaging: A comprehensive review and future trends. *Comprehensive Reviews in Food Science and Food Safety*, 17(4), 860-877.
- Handriyanti, F. P. (2020). The depictions of violence in the protests against presidential election result in foreign newspaper. [Unpublished doctoral dissertation]. Sanata Dharma University.
- Hayes, N. (2021). *Doing Psychological Research*. McGraw-Hill Education (UK).
- Hayre, C. M. (2021). Data Analysis and Trustworthiness in Qualitative Research. In *Research Methods for Student Radiographers* (pp. 145-169). CRC Press.
- He, Z., Ren, L., Yang, J., Guo, L., Feng, L., Ma, C., ... & Wang, C. (2021). Seroprevalence and humoral immune durability of anti-SARS-CoV-2 antibodies in Wuhan, China: A longitudinal, population-level, cross-sectional study. *The Lancet*, 397(10279), 1075-1084.
- Henly, J. R., Lambert, S. J., & Dresser, L. (2021). The new realities of working-class jobs: Employer practices, worker protections, and employee voice to improve job quality. *The Annals of the American Academy of Political and Social Science*, 695(1), 208-224.
- Herian, R. (2021). The Road to Complete Justice. In *Capitalism and the Equity Fetish* (pp. 47-71). Palgrave Macmillan, Cham.
- Heritage, C. (2022). *What We Heard: The Government's proposed approach to address harmful content online*.
- Herman, H. D. (2017). *Affirmative action in education and Black Economic Empowerment in the workplace in South Africa since 1994: Policies, strengths and limitations*. BCES Conference Books.
- Hersh, D., Israel, M., & Shiggins, C. (2021). The ethics of patient and public involvement across the research process: towards partnership with people with aphasia. *Aphasiology*, 1-27.
- Herzog, B. (2021). Ideologies as false communicative practices. *Journal of Multicultural Discourses*, 1-13.
- Hextrum, K. (2020). Amateurism revisited: How US college athletic recruitment favors middle-class athletes. *Sport, Education and Society*, 25(1), 111-123.
- Hildebrandt-Wypych, D., & Wiseman, A. W. (2021). Introduction: Contrasting Perspectives on School Textbook Development and Discourse Worldwide. In *Comparative Perspectives on School Textbooks* (pp. 1-17). Palgrave Macmillan, Cham.

- Hirblinger, A. T., & Landau, D. M. (2020). Daring to differ? Strategies of inclusion in peacemaking. *Security Dialogue*, 51(4), 305-322.
- Holliday, A. (2020). Culture, communication, context, and power. In *The Routledge handbook of language and intercultural communication* (pp. 39-54). Routledge.
- Honeycutt, L. D. (2021). *A semiotic approach to visual analysis of dress: symbolic communication of clothing color, cut, and composition through the French film costumes of Anaïs Romand*.
- Hong, D. S., Choi, K. M., Runnalls, C., & Hwang, J. (2019). How well aligned are common core textbooks to students' development in area measurement?. *School Science and Mathematics*, 119(5), 240-254.
- Horchak, O. V., & Garrido, M. V. (2020). Is complex visual information implicated during language comprehension? The case of cast shadows. *Cognitive Science*, 44(7), e12870.
- Hornstein, D. (2021). A Spectre is Haunting... Mainstream Conservatism: Anti-Communism and the Construction of 'Radical-Left Democrats'.
- Horvat, M., & Finn, M. (2022). "Loyalty is Tantamount" – Fidelity to Law and Public Servants in Slovenia and South Africa. *Universality of the Rule of Law: Slovenian and South African Perspectives*, 1, 53.
- Howell, A., & Richter-Montpetit, M. (2020). Is securitization theory racist? Civilizationism, methodological whiteness, and antiblack thought in the Copenhagen School. *Security Dialogue*, 51(1), 3-22.
- Huang, L. (2018). From benign unconstitutionality to delegated legislation: Analysis on the ways for legal reform of China rural collective construction land circulation. *Habitat International*, 74, 36-47.
- Hubbard Cheuoua, A. (2021, March). Confronting Inequities in Computer Science Education: A Case for Critical Theory. In *Proceedings of the 52nd ACM Technical Symposium on Computer Science Education* (pp. 425-430).
- Huckin, T. (2002). Critical discourse analysis and the discourse of condescension. *Discourse studies in composition*, 155, 176.
- Huckin, T.N. (1997). Critical discourse analysis. In T. Miller (Ed.), *Functional approaches to written text*.

- Hui, E. S. I. (2022). Bottom-Up Unionization in China: A Power Resources Analysis. *British Journal of Industrial Relations*, 60(1), 99-123.
- Humphrys, E. (2018). How labour made neoliberalism. In *How Labour Built Neoliberalism* (pp. 167-206). Brill.
- Hunter, F., Biver, S., Fuqua, P., & Reid, R. (2021). *Light —science & magic: An introduction to photographic lighting*. Routledge.
- Hussain, Y. (2018). *Pakistani English Language Teachers' Preparedness: An Investigation of Ideological Meaning-making in Higher Education Institutions in Pakistan* (Doctoral dissertation, The University of New Mexico).
- Hutchinson, M. V. (2020). *Discourses of entrepreneurship in contemporary commerce textbooks in secondary schools in selected Southern African Development Community (SADC) Countries* (Doctoral dissertation).
- Hyland, K. (2018). *Metadiscourse: Exploring interaction in writing*. Bloomsbury Publishing.
- Ijasan, E. G. P. (2018). *Fostering Diversity Through South Africa's Broad Based Black Economic Empowerment Act* (Doctoral dissertation, University of the Witwatersrand, Faculty of Commerce, Law and Management).
- Ilyas, M. (2021). Critical Discourse Analysis of Diaspora Writings: A New Paradigm. *International Journal of English Language and Literature Studies*, 10(2), 105-121.
- Inglehart, R. (2020). *Modernization and postmodernization: Cultural, economic, and political change in 43 societies*. Princeton University Press.
- Iqbal, N., Azhar, K. A., & Shah, Z. A. (2020). Discourse and Power Relations: A Critical Discourse Analysis of a Pakistani Talk Show. *Journal of Pragmatics Research*, 2(1), 26-40.
- Irtysheva, I., Kramarenko, I., Shults, S., Boiko, Y., Blishchuk, K., Hryshyna, N., ... & Krapyvina, D. (2020). Building favorable investment climate for economic development. *Accounting*, 6(5), 773-780.
- Ito, M. I., & Ohnishi, T. (2021). Co-occurrence network of TV advertisements revealing Japanese lifestyle. *Applied Network Science*, 6(1), 1-19.
- Ivanova, I. N. (2020). *Pragmatic functions of interrogatives in media texts*.

- Jacobs, S. B. (2019). The statutory separation of powers. *Yale Law Journal*, 129, 378.
- Jarman-Clark, M., & Cambre, C. (2021). Evaluating critical discourse analysis in research: a Canadian educational policy case. In *Handbook of Qualitative Research Methodologies in Workplace Contexts*. Edward Elgar Publishing.
- Jiang, K., Ashworth, P., Zhang, S., Liang, X., Sun, Y., & Angus, D. (2020). China's carbon capture, utilization and storage (CCUS) policy: A critical review. *Renewable and Sustainable Energy Reviews*, 119, 109601.
- Johnston, H., & Land-Kazlauskas, C. (2018). Organizing on-demand: Representation, voice, and collective bargaining in the gig economy. *Conditions of work and employment series*.
- Johnstone, B. (2018). *Discourse analysis* (Vol. 3). John Wiley & Sons.
- Jordan, W. J. (2021). *Controlling Cyber warfare: International Laws of Armed Conflict and Human Rights in the Cyber Realm*.
- Jordanoska, A. (2021). Regulatory enforcement against organizational insiders: Interactions in the pursuit of individual accountability. *Regulation & Governance*, 15(2), 298-316.
- Joshi, B. (2021). *Extracellular Vesicles for Intracellular Drug Delivery*. [Unpublished doctoral dissertation]. University of Groningen.
- Jouben, L. (2020). *Microfinance in Latin America: Poverty Alleviation and the Impact of Institutional Mimicry*. West Virginia University.
- Jovchelovitch, S. (2019). *Knowledge in context: Representations, community and culture*. Routledge.
- Kaka, C. C. (2021). *The role of Business Studies teachers in promoting entrepreneurship in rural schools in Limpopo Province*. [Unpublished doctoral dissertation].
- Kara, I., & Aydos, M. (2022). The rise of ransomware: Forensic analysis for windows-based ransomware attacks. *Expert Systems with Applications*, 190, 116198.
- Kareem, N. O. (2019). Colour-Related Idiomatic Expressions in English and Kurdish. *Koya University Journal of Humanities and Social Sciences*, 2(1), 131-149.
- Kelso, M. (2019, January). The President as Legislative Leader: The Use of Veto Power in Environmental Policy Making. In *Congress & the Presidency* (Vol. 46, No. 1, pp. 135-158). Routledge.

- Kennedy, F. (2019). *Movement Writes: Four Case Studies in Dance, Discourse and Shifting Boundaries*. The Ohio State University.
- Kerwin, C. M., & Furlong, S. R. (2018). *Rulemaking: How government agencies write law and make policy*. Cq Press.
- Khattak, D. S. R., Ali, H., Khan, Y., & Shah, M. (2018). Color Psychology in Marketing. *Journal of Business and Tourism*, 4(01), 183-190.
- KhosraviNik, M. (2020). *Digital meaning-making across content and practice in social media critical discourse studies*.
- Killen, M., & Dahl, A. (2021). Moral reasoning enables developmental and societal change. *Perspectives on Psychological Science*, 1745691620964076.
- Kincheloe, J. L., McLaren, P., Steinberg, S. R., & Monzó, L. D. (2018). Critical pedagogy and qualitative research. *The SAGE handbook of qualitative research*, 5, 235-260.
- Kipsat, Beatrice J., Rotich, D. C. & Omanga, D. O. (2021). *Quality and relevance of illustrations in approved primary school textbooks*.
- Koestler, A. (2020). *The act of creation* (pp. 327-346). University of California Press.
- Kokalj, Ž., & Somrak, M. (2019). Why not a single image? Combining visualizations to facilitate fieldwork and on-screen mapping. *Remote Sensing*, 11(7), 747.
- Kolbas, E. D. (2018). *CTand the literary canon*. Routledge.
- Koliopoulos, T. K., Kouloumbis, P., Ciarkowska, K., Antonkiewicz, J., & Gambus, F. (2020, October). A Roadmap for Integrated Green Health EcoTourism Infrastructures, Safe Cultural Heritage Experience and AgriTourism Destinations in the Post Covid-19 Pandemic Era. In *International Conference on Tourism, Technology and Systems* (pp. 108-119). Springer, Singapore.
- Koppel, P. D., & De Gagne, J. C. (2021). Exploring nurse and patient experiences of developing rapport during oncology ambulatory care videoconferencing visits: protocol for a qualitative study. *Journal of Medical Internet Research Research Protocols*, 10(6), e27940.
- Kostruba, A., Maydanyk, R., & Luts, V. (2020). Bonum requirements of the beneficiary in the corporate rights protection system in Ukraine: Implementing best practices. *The Asian International Journal of Life Sciences*, 22(1), 1-19.

- Kotlinska, J., Zukowska, H., Blasiak, Z. A., Marzec, P., & Zukowski, M. (2021). Organisation of Social Policy Directed at Integration: A Modelling and Application Approach. *European Research Studies Journal*, 24(4), 302-319.
- Kozhevnikov, A., & Vincent, S. (2018). Critical Realism. In *SAGE Research Methods Foundations*. SAGE.
- Kraus, S., Li, H., Kang, Q., Westhead, P., & Tiberius, V. (2020). The sharing economy: A bibliometric analysis of the state-of-the-art. *International Journal of Entrepreneurial Behavior & Research*.
- Kravchenko, O. L., Borisyuk, I. Y., Vakolia, Z. M., & Tretyak, O. M. (2020). Models of Introduction of Dual Professional Education. *International Journal of Higher Education*, 7, 94-106.
- Krawatzek, F., & Müller-Funk, L. (2020). Two centuries of flows between ‘here’ and ‘there’: Political remittances and their transformative potential. *Journal of Ethnic and Migration Studies*, 46(6), 1003-1024.
- Lawall, S. (2022). Introduction: Reading World Literature. In *Reading World Literature* (pp. 1-64). University of Texas Press.
- Lazer, D., Hargittai, E., Freelon, D., Gonzalez-Bailon, S., Munger, K., Ognyanova, K. & Radford, J. (2021). Meaningful measures of human society in the twenty-first century. *Nature* 595(7866), 189-196.
- Le, D. T., Malesky, E., & Pham, A. (2020). The impact of local corruption on business tax registration and compliance: Evidence from Vietnam. *Journal of Economic Behavior & Organization*, 177, 762-786.
- Legodi, M. E. (2018). *Exploring the effect of labour relations on employee performance in the Limpopo Provincial Department of Social Development*. [Unpublished doctoral dissertation]. University of Limpopo
- Lenaerts, K., Gillis, D., & Waeyaert, W. (2022). Actions by labour and social security inspectorates for the improvement of occupational safety and health in platform work. *Policy Case Study*.
- Leotti, S. M., Sugrue, E. P., & Wings-Yanez, N. (2021). Unpacking the worlds in our words: Critical discourse analysis and social work inquiry. *Qualitative Social Work*, 1473325021990860.

- Lerche, D. (2019). Comprehensive characterization of nano-and microparticles by in-situ visualization of particle movement using advanced sedimentation techniques. *KONA Powder and Particle Journal*, 36, 156-186.
- Levitt, H. M., Bamberg, M., Creswell, J. W., Frost, D. M., Josselson, R., & Suárez-Orozco, C. (2018). *Journal article reporting standards for qualitative primary, qualitative meta-analytic, and mixed methods research in psychology*. APA Publications and Communications.
- Li, S. (2021). Application of computer technology in administrative management. *Journal of Physics: Conference Series*, 1769(1), 012074).
- Lindahl, S. (2020). The end of emancipation? CTS and normativity. *Critical Studies on Terrorism*, 13(1), 80-99.
- Lindsay, D. (2020). *Scientific writing = thinking in words*. CSIRO Publishing.
- Liu, C., & Tseng, M. Y. (2021). Paradigmatic variation in hedging and boosting: A comparative study of discussions in narrative inquiry and grounded theory research. *English for Specific Purposes*, 61, 1-16.
- Liu, H. (2021). *How Revolving-Door Lobbyists Win in Interest Group Politics*. [Unpublished doctoral dissertation]. University of California, San Diego.
- Lobschat, L., Mueller, B., Eggers, F., Brandimarte, L., Diefenbach, S., Kroschke, M., & Wirtz, J. (2021). Corporate digital responsibility. *Journal of Business Research*, 122, 875-888.
- Loewen, J. W. (1995). *Lies My Teacher Told Me*. Touchstone.
- Loewen, J. W. (2018). *Teaching what really happened: How to avoid the tyranny of textbooks and get students excited about doing history*. Teachers College Press.
- Lombard, M. (2020). *Regulation of fixed-term contracts under the South African Consumer Protection Act 68 of 2008*. [Unpublished doctoral dissertation]. University of South African
- Loveland, I. (2018). *Constitutional law, administrative law, and human rights: a critical introduction*. Oxford University Press.
- Lucy, L., Demszky, D., Bromley, P., & Jurafsky, D. (2020). Content analysis of textbooks via natural language processing: Findings on gender, race, and ethnicity in Texas US history textbooks. *AERA Open*, 6(3), 2332858420940312.

- Luke, A. (2018). Genres of power: Literacy education and the production of capital. In *Critical Literacy, Schooling, and Social Justice* (pp. 143-167). Routledge.
- Luna, P. (2018). *Typography: A very short introduction*. Oxford University Press.
- Lyon, A., & Hunter-Jones, P. (2019). Critical discourse analysis and the questioning of dominant, hegemonic discourses of sustainable tourism in the Waterberg Biosphere Reserve, South Africa. *Journal of Sustainable Tourism*, 27(7), 974-991.
- MacKay, J. R., Murray, L., & Rhind, S. M. (2022). The use of lecture recordings as study aids in a professional degree program. *Journal of Veterinary Medical Education*, 49(1), 80-89.
- MacLachlan, A. (2021). Rude Inquiry: Should Philosophy Be More Polite? *Kennedy Institute of Ethics Journal*, 31(2), 175-198.
- Mahlaba, G. (2018). Shatter the glass ceiling: of transforming interest. *TFM Magazine*, 2(13), 48-50.
- Maioni, A. (2020). *Parting at the crossroads: The emergence of health insurance in the United States and Canada* (Vol. 66). Princeton University Press.
- Mandarani, V., Purwati, O., & Santoso, D. R. (2021). A CDA Perspective of Cultural Contents in the English Junior High School Textbooks. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 237-250.
- Maphaka, D. (2021). A Rhetoric or Genuine Transformation? An Afro-Decolonial analysis of Democratic Alliance Economic Justice Policy. *The Strategic Review for Southern Africa*, 43(2), 40-58.
- Marcuse, H. (2020). Philosophy and critical theory. In *CTand Society: A Reader* (pp. 58-74). Routledge.
- Mariwah, S., Ofori, E. A., Adjakloe, Y. A., Adu-Gyamfi, A. B., Asare, E., & Bonsu, C. (2022). Gender (In) Equality in Ghana: A Critical Discourse Analysis of Akan Proverbs on Masculinity. *Journal of Asian and African Studies*, 00219096221079323.
- Marsden, C., Meyer, T., & Brown, I. (2020). Platform values and democratic elections: How can the law regulate digital disinformation? *Computer Law & Security Review*, 36, 105373.
- Martinez, V. R. (2020). Complex Compliance Investigations. *Columbia Law Review*, 120(2), 249-308.

- Mashilo, A. M. (2022). Collective Bargaining During and After Apartheid: Economic and Social Upgrading in the Automobile Global Value Chains in South Africa. In *Economic and Social Upgrading in Global Value Chains* (pp. 227-257). Palgrave Macmillan, Cham.
- Matotoka, M. D., & Odeku, K. O. (2021). Untangling discrimination in the private sector workplace in South Africa: Paving the way for Black African women progression to managerial positions. *International Journal of Discrimination and the Law*, 21(1), 47-71.
- Matsuda, M. J. (2018). *Words that wound: Critical race theory, assaultive speech, and the first amendment*. Routledge.
- Mayer, C. H., Oosthuizen, R. M., & Tonelli, L. (2019). Subjective experiences of employment equity in South African organisations. *SA Journal of Human Resource Management*, 17(1), 1-12.
- McCann, F. (2021). South African and Northern Irish Political Prison Writing Reimagining/Reconfiguring the Carceral Space. *Interventions*, 23(1), 77-97.
- McCartan, S., & Nazarov, A. (2020). *Design-driven innovation: Sustainable luxury river cruise network for Colombia to support the economic development of rural communities*.
- McDonald, N., & Forte, A. (2021). Powerful Privacy Norms in Social Network Discourse. *Proceedings of the ACM on Human-Computer Interaction*, 5, 1-27.
- McGregor, S. L. (2003). Critical discourse analysis-A primer. *Kappa Omicron Nu Forum*, 15(1), 1-15.
- McMichael, C., Kothari, U., McNamara, K. E., & Arnall, A. (2021). Spatial and temporal ways of knowing sea level rise: Bringing together multiple perspectives. *Wiley Interdisciplinary Reviews: Climate Change*, 12(3), e703.
- Melossi, D., & Pavarini, M. (2018). *The prison and the factory: Origins of the penitentiary system*. Springer.
- Menachemi, N., Yiannoutsos, C. T., Dixon, B. E., Duszynski, T. J., Fadel, W. F., Wools-Kaloustian, K. K., ... & Halverson, P. K. (2020). Population point prevalence of SARS-CoV-2 infection based on a statewide random sample — Indiana, April 25–29, 2020. *Morbidity and Mortality Weekly Report*, 69(29), 960.
- Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.

- Merryman, J. H., & Pérez-Perdomo, R. (2020). *The civil law tradition*. Stanford University Press.
- Meskel, L. (2021). *Object worlds in ancient Egypt: Material biographies past and present*. Routledge.
- Meyer, S. G. (2021). *Election Law and Voting Behavior: Does the Introduction of New Alternative Voting Methods Influence Voter Turnout?* [Unpublished doctoral dissertation]. Georgetown University.
- Mhlongo, H. R., Nongalo, N., & Linake, M. A. (2021). The dynamics of students' accommodation spaces: Implications for the acquisition of pedagogical content knowledge. *e-BANGI*, 18(4), 174-187.
- Miceli, T. J. (2020). *The economic approach to law*. Stanford University Press.
- Miles, K. (2020). Anorexia Nervosa: A Late modern Mind Game. *Critical Reflections: A Student Journal on Contemporary Sociological Issues*.
- Milevski, L. (2020). Battle and its emotional effect in war termination. *Comparative Strategy*, 39(6), 535-548.
- Milo-Shussman, Y., & Niva, W. (2019). Alphabet-Board Display as part of the classroom learning space. *Journal of Learning Spaces*, 8(1).
- Min, M., Lee, H., & Kubow, P. K. (2021). Effects of local culture and teacher efficacy on teacher enactment of curriculum reform in South Korea. *International Journal of Educational Reform*, 10567879211026669.
- Mirra, N., Morrell, E., & Filipiak, D. (2018). From digital consumption to digital invention: Toward a new CTand practice of multiliteracies. *Theory into Practice*, 57(1), 12-19.
- MısıR, H., & Işık-Güler, H. (2022). “Be a better version of you!”: A corpus-driven critical discourse analysis of MOOC platforms' marketing communication. *Linguistics and Education*, 69, 101021.
- Mitchell, L. (2019). *Reading the Animal Text in the Landscape of the Damned*. NISC (Pty) Ltd.
- Mofokeng, N. E. M., Giampiccoli, A., & Jugmohan, S. N. (2018). Black Economic Empowerment led transformation within the South African accommodation industry: The case of Clarens. *African Journal of Hospitality, Tourism and Leisure*, 7(11).

- Mofokeng, N. M. E. (2017). *Black economic empowerment and local economic development in the accommodation sector: The case of Clarens, in the Free State Province*. [Unpublished doctoral dissertation]. Durban University of Technology
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.
- Mohale, T. K., & Kanjere, M. M. (2019). *The Effect of Industrial Action by Municipal Employees on Service Delivery: A Case of Greater Letaba Municipality, Limpopo Province*. International Conference on Public Administration and Development Alternative (IPADA).
- Mohr, P. J., Newell, D. B., Taylor, B. N., & Tiesinga, E. (2018). Data and analysis for the CODATA 2017 special fundamental constants adjustment. *Metrologia*, 55(1), 125.
- Mongia, P. (Ed.). (2021). *Contemporary postcolonial theory: A reader*. Routledge.
- Monteiro, S. (2022). Gaming faces: diagnostic scanning in social media and the legacy of racist face analysis. *Information, Communication & Society*, 1-17.
- Moodley, S. D. (2020). *A comparative analysis of problem-solving procedures of a South Korean and a South African grade six mathematics textbook*. [Unpublished doctoral dissertation]. University of KwaZulu-Natal
- Moore, J. (2021). Unfair discrimination or affirmative action? A practical test with fairness and rationality at its heart. *Without Prejudice*, 21(2), 12-13.
- Morgan, R., & O'Connor, K. J. (2021). Labor market policy and subjective well-being during the great recession. *Journal of Happiness Studies*, 1-32.
- Morley, C. (2020). Reactivating social work practice as an emancipatory project: The role of critical theory, pedagogy and reflection. *Social Work & Policy Studies: Social Justice, Practice and Theory*, 3(2).
- Moronfoye, T. O. (2021). *A Critical Analysis of President Muhammed Buhari's Independence Day Speeches*. [Unpublished doctoral dissertation]. Kwara State University, Nigeria.
- Mpungose, C. B. (2020). Student teachers' knowledge in the era of the fourth industrial revolution. *Education and Information Technologies*, 25, 5149-5165.
- Mudliar, P. (2021). Polycentric to monocentric governance: Power dynamics in Lake Victoria's fisheries. *Environmental Policy and Governance*, 31(4), 302-315.

- Mukhamadovna, T. M., Sharipovna, H. A., & Supkhonovna, H. N. (2020). The system of development of professional competence in future primary school teachers. *System*, 7(13), 2020.
- Musembi, N. B., & Waswa, F. (2022). Effect of Trade Union Practices on Employees Welfare at Export Processing Zones Industries in Athi River, Kenya. *Journal of Strategic Management*, 6(1), 43-58.
- NADA, S. (2022). *AN ANALYSIS OF POWER IN TEACHER TALK ON TIFFANI'S YOUTUBE CONTENT ENTITLED "LIVE ENGLISH CLASS" AT SPEAK ENGLISH WITH TIFFANI* (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).
- Naidoo, L. J. (2015). *Economic representations of HIV/AIDS in contemporary Grade 11 business studies textbooks: a critical discourse analysis* (Doctoral dissertation).
- Nag Chowdhuri, M. (2020). *Teachers' use of reform-oriented mathematics textbooks: A multiple-case study of Delhi government primary school teachers*. [Unpublished doctoral dissertation]. University of Cambridge.
- Nali, M. C., Purushothaman, V., Li, J., & Mackey, T. K. (2022). Characterizing California licensure status and tobacco user experience with adverse events using yelp data. *Preventive Medicine Reports*, 101720.
- Nasi, S., & Nasi, J. (1997). Accounting and business economics traditions in Finland - from a practical discipline to a scientific subject and field of research. *European Accounting Review*, 6(2), 199-229.
- Nasir, M. (2020). Curriculum Development and Accreditation Standards in the Traditional Islamic Schools in Indonesia. *Journal of Curriculum Studies Research*.
- Nazeer, A. M., Sasikala, S., Kamalabharathy, A., Dharshni, S. K., Lakshmi, M. N., & Dharshini, K. S. (2020). *Colour Sensing Using Robotic ARM*.
- Ncube, B. M., Dube, A., & Ward, K. (2021). Establishment of the African Medicines Agency: progress, challenges and regulatory readiness. *Journal of Pharmaceutical Policy and Practice*, 14(1), 1-12.
- Ndhlovu, F. (2019). South Africa's social transformation policies: Raciolinguistic ideologies and neoliberal rhetoric. *Journal of Multicultural Discourses*, 14(2), 131-151.

- Ndiaye, M. S., & Ngom, D. (2020). *Linguistic and Pragmatic Features in Yaya Jammeh's Political Speech During the 49th Independence Anniversary: A Critical Discourse Analysis*.
- Ndlovu, E., & Tigere, R. (2022). Life in the streets, children speak out: A case of Harare Metropolitan, Zimbabwe. *LIFE*, 5(1), 25-45.
- Nduna, L. T., & van Zyl, C. (2020). A benefit segmentation framework for a nature-based tourism destination: the case of Kruger, Panorama and Lowveld areas in Mpumalanga Province. *International Journal of Tourism Cities*.
- Neuman, S. B., & Danielson, K. (2021). Enacting content-rich curriculum in early childhood: the role of teacher knowledge and pedagogy. *Early Education and Development*, 32(3), 443-458.
- Nguyen, T. T., Holländer, K., Hoggenmueller, M., Parker, C., & Tomitsch, M. (2018, September). Designing for projection-based communication between autonomous vehicles and pedestrians. In *Proceedings of the 11th international conference on automotive user interfaces and interactive vehicular applications* (pp. 284-294).
- Ngwenya, J. C., & S'khumbuzo, H. M. (2020). Exploring Accounting Teachers' Views on the Quality of Accounting Prescribed Textbooks in South Africa. *International Journal of Learning, Teaching and Educational Research*, 19(6), 353-369.
- Njoku, B. J. (2021). Friends or Foes, Partners or Hegemons: Examining Anti-Apartheid Struggles, and The Pattern of Nigeria-South Africa Relations, 1994-2014. *Covenant University Journal of Politics and International Affairs*.
- Nolan, J. (2018). Hardening Soft Law: Are the emerging corporate social disclosure and due diligence laws capable of generating substantive compliance with human rights norms? *Revista de Direito Internacional*, 15(2), 64-83.
- Nzimande, J. (2018). Broad-Based Black Economic Sector Codes. *Tax Professional*, 31, 26-27.
- O'Donoghue, R. (2018). CTin environmental education: A situated review of emerging critical processes for mediating learning-led change. *Pesquisa em Educação Ambiental*, 13.
- Ojo, T. A., & Zondi, S. (2021). South Africa's Response to Debt Review Process and Implications on the Economy: A Post-Covid Impact on Over-Indebtedness. *Coping with COVID-19 Pandemic in Africa and Beyond* (pp. 13-26).

- Okpaluba, C., & Budeli-Nemakonde, M. (2020). Twenty years of the remedy of reinstatement in the law of unfair dismissal in South Africa: Some preliminary, jurisprudential and sundry issues. *Southern African Public Law*, 35(1), 53.
- Opute, J. E., & Mahmoud, A. B. (2022). What sort of collective bargaining is emerging in Nigeria? *Personnel Review*. Vol. ahead-of-print No. ahead-of-print.
- Oran, F. C. (2022). *Religion, Nationalism and Foreign Policy: Discursive Construction of New Turkey's Identity*. Bloomsbury Publishing.
- Ornellas, A., Engelbrecht, L. K., & Strydom, M. (2020). Chapter III: South Africa's social policy dynamics, developments and well-being: between developmentalism and the open-market. *Neoliberalism, social policy and welfare in developing countries (Russia, India and South Africa)*.
- Othman, A. A. E., & Fouda, N. I. (2022). A cultural diversity management framework for enhancing the performance of architectural design firms in Egypt. *International Journal of Architectural Research*.
- Patrick, C. B. (2020). *Navigating the Silences: Social Worker Discourses Around Race*. [Unpublished doctoral dissertation]. Antioch University.
- Peach, H. (2020). *Piggybacking In? A Critical Discourse Analysis of Argumentation Schemes*.
- Pearce, F., & Tombs, S. (2019). *Toxic capitalism: Corporate crime and the chemical industry*. Routledge.
- Pennycook, A. (2022). Critical applied linguistics in the 2020s. *Critical Inquiry in Language Studies*, 1-21.
- Pepe, A., Addimando, L., Dagdukee, J., & Veronese, G. (2021). Psychological distress, job satisfaction and work engagement: a cross-sectional mediation study with a sample of Palestinian teachers. *Educational Studies*, 47(3), 275-291.
- Pereira, A. J. (2019). *Affective Governmentality: Neoliberal Education Advertisements in Singapore* (Vol. 9). Springer.
- Pereltsvaig, A. (2020). *Languages of the World*. Cambridge University Press.
- Perumal, K., & Maistry, S. (2020). Pedagogical Competencies of South African Marketing Educators. *Africa Education Review*, 17(5), 56-75.

- Peters, G. (2022). *Altruism or Orientalism? A Critical Discourse Analysis of Australian representations of RAMSI*. [Unpublished doctoral dissertation].
- Petersen, C. (2020). *The “oldest city” narrative: Colorblind settler racism and historical storytelling in St Augustine, Florida*. [Unpublished doctoral dissertation]. Northeastern University, Boston.
- Phalane, T. P. (2019). *A critique of recent developments on the regulation of collective agreements in South African Labour Law: extension and enforcement to Non-Parties*. [Unpublished doctoral dissertation]. North-West University.
- Pildes, R. H. (2017). Supranational Courts and The Law of Democracy: The European Court of Human Rights. *Journal of International Dispute Settlement*, 9(2), 154-179.
- Pillay, P. (2017). *Gender representation in four SADC high school Business Studies textbooks* (Doctoral dissertation).
- Pillay, P., & Maistry, S. (2018). The ‘firstness’ of male as automatic ordering: Gendered discourse in Southern African Business Studies school textbooks. *TD: The Journal for Transdisciplinary Research in Southern Africa*, 14(2), 1-9.
- Pinson, G., & Morel Journel, C. (2016). The neoliberal city—theory, evidence, debates. *Territory, Politics, Governance*, 4(2), 137-153.
- Pirtle, W. N. L. (2021). Racial States and Re-making Race: Exploring Coloured Racial Re-and De-formation in State Laws and Forms in Post-Apartheid South Africa. *Sociology of Race and Ethnicity*, 7(2), 145-159.
- Pirtle, W. N. L. (2022). “White People Still Come Out on Top”: The Persistence of White Supremacy in Shaping Coloured South Africans’ Perceptions of Racial Hierarchy and Experiences of Racism in Post-Apartheid South Africa. *Social Sciences*, 11(2), 70.
- Plastina, A. F. (2020). *Social-Ecological Resilience to Climate Change: Discourses, Frames and Ideologies*. Cambridge Scholars Publishing.
- Podgorski, A. (2020). Normative uncertainty and the dependence problem. *Mind*, 129(513), 43-70.
- Pogue, F. C. (2020). *George C. Marshall: Ordeal and Hope, 1939-1942*. Plunkett Lake Press.
- Poirier, B., Sethi, S., Haag, D., Hedges, J., & Jamieson, L. (2022). The impact of neoliberal generative mechanisms on Indigenous health: a critical realist scoping review. *Globalization and health*, 18(1), 1-17.

- Ponomarenko, L. (2019). *Translating identities in multilingual news*. Universitat Autònoma de Barcelona.
- Porche, D. J. (2021). *Health policy: Application for nurses and other healthcare professionals*. Jones & Bartlett Learning.
- Portela, M. (2022). *Literary Simulation and the Digital Humanities: Reading, Editing, Writing*. Bloomsbury Publishing.
- Poster, M. (2019). *CTand poststructuralism*. Cornell University Press.
- Powell, J. H., & Wakely, T. M. (2003). Evolutionary concepts and business economics: Towards a normative approach. *Journal of Business Research*, 56, 153-161.
- Power, M. (2021). Modelling the micro-foundations of the audit society: Organisations and the logic of the audit trail. *Academy of Management Review*, 46(1), 6-32.
- Power, S., & Taylor, C. (2020). Not in the classroom, but still on the register: Hidden forms of school exclusion. *International Journal of Inclusive Education*, 24(8), 867-881.
- Präkel, D. (2021). *The fundamentals of creative photography*. Routledge.
- Prior, S., Miller, A., Campbell, S., Linegar, K., & Peterson, G. (2020). The Challenges of Including Patients with Aphasia in Qualitative Research for Health Service Redesign: Qualitative Interview Study. *Journal of Participatory Medicine*, 12(1), e12336.
- Pryzant, R., Martinez, R. D., Dass, N., Kurohashi, S., Jurafsky, D., & Yang, D. (2020, April). Automatically neutralizing subjective bias in text. In *Proceedings of the AAAI Conference on Artificial Intelligence* (Vol. 34, No. 01, pp. 480-489).
- Puspita, N., Pratiwi, W., Mahmudah, M., Ambariyani, A., & Arifin, Z. (2020). Analysing of Students' Translation Skill through Idiomatic Translation Method. *Attractive: Innovative Education Journal*, 2(1), 1-25.
- Qazi, H. (2020). *National Identity in a Postcolonial Society: A Foucauldian Discourse Analysis of Pakistan's National Curriculum Textbooks and their Social Practices in Schools for Shaping Students' National Belonging*. [Unpublished doctoral dissertation]. University of Leicester.
- Quyym, A., Ali, S., & Akash, J. (2020). Language, Media and Ideology: CDA of an Animation, "The Donkey King". *International Journal of English Linguistics*, 10(5).
- Raj, A. Y. (2022). A 5W2H analysis on the process of collective bargaining agreement in public sector industries in India. *Journal of Legal, Ethical and Regulatory Issues*, 25, 1-10.

- Ramdhani, J., & Maistry, S. (2020). Legitimation of Poverty in School Economics Textbooks in South Africa. *Education as Change*, 24(1), 1-21.
- Rashid, B. N. M. (2020). A Discourse Analysis of Advertisements: A Critical Insight using Fairclough's three Dimensions. *Talent Development & Excellence*, 12.
- Red, C. L., & Teng-Calleja, M. (2021). Examining the Relationship between Labor Law Compliance and Employee Perceptions, Attitudes and Behaviors. *Employee Responsibilities and Rights Journal*, 33(4), 337-357.
- Richmond, O. P. (2019). *Peace in international relations*. Routledge.
- Root Martinez, V. (2019). *The Compliance Process*. *Indiana Law Journal*, 94, 203.
- Rose, C. V. (2017). The “new” law and development movement in the post–Cold War era: A Vietnam case study. In *Law and Society in East Asia* (pp. 91-138). Routledge.
- Rosenbloom, D. H. (2018). *Administrative law for public managers*. Routledge.
- Runciman, C. (2019). The "Double-edged Sword" of Institutional Power: COSATU, Neo-liberalisation and the Right to Strike. *Global Labour Journal*, 10(2).
- Rusakova, E. P., Frolova, E. E., & Gorbacheva, A. I. (2020, March). Digital rights as a new object of civil rights: Issues of substantive and procedural law. In *13th International Scientific and Practical Conference-Artificial Intelligence Anthropogenic Nature Vs. Social Origin* (pp. 665-673). Springer, Cham.
- Rwodzi, N. T. (2018). *The Use of Alternative Dispute Resolution Mechanisms in Labour Relations in the Workplace in South Africa*. [Unpublished doctoral dissertation]. University of Fort Hare.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Fieldworker*, 25(4), 41-49.
- Saher, S. (2020). Analysis of Alignment between National Curriculum of Education and Textbooks at Higher Secondary Level in Punjab-Pakistan. *Review of Economics and Development Studies*, 6(3), 687-702.
- Saibih, J. (2020). Using Narrative Theory on Analysis of Law and Human Rights: Searching Truth on Tanjung Priok’s Incident in Indonesia. In *3rd International Conference on Law and Governance (ICLAVE 2019)* (pp. 273-284). Atlantis Press.

- Saliwa-Mogale, N. F. (2021). *Development and empowerment of previously-marginalised languages: A case of African languages in South Africa*.
- Salma, N. F. (2019). Exploring Critical Discourse Analysis's Renowned Studies: Seeking for Aims and Approaches. *Journal of Research and Innovation in Language*, 1(1), 17-22.
- Santos-Granero, F. (2020). *The Power of Love: The Moral Use of Knowledge Among the Amuesga of Central Peru*. Routledge.
- Sarat, A. (2018). *When the state kills: Capital punishment and the American condition*. Princeton University Press.
- Sauerbronn, F. F., Ayres, R. M., da Silva, C. M., & Lourenço, R. L. (2021). Decolonial studies in accounting? Emerging contributions from Latin America. *Critical Perspectives on Accounting*, 102281.
- Scalia, A. (2018). *A Matter of Interpretation: Federal Courts and the Law-New Edition* (Vol. 47). Princeton University Press.
- Scherer, A. G. (2018). Theory assessment and agenda setting in political CSR: A CTperspective. *International Journal of Management Reviews*, 20(2), 387-410.
- Schraub, D. H. (2020). *Deliberation, Dismissal, and Democracy*. University of California, Berkeley.
- Schultz, C. B. (2017). *Cybercrime: an analysis of the current legislation in South Africa*. [Unpublished doctoral dissertation]. University of Pretoria.
- Sdobnyakova-Stenersen, T. (2021). *Human Rights of Indigenous Peoples in Corporate Social Responsibility Strategies. A Comparative Case Study of the Oil and Gas Industry in the Russian Federation and the Kingdom of Norway*. [Unpublished Master's thesis]. University of South-Eastern Norway.
- Sekyi-Otu, A. (2018). *Left universalism, Africentric essays*. Routledge.
- Selinger, E., & Hartzog, W. (2020). The incontestability of facial surveillance. *Loyola Law Review*, 66, 33.
- Sen, A. (2020). 'Powerful' human rights education's curriculum problems. *Cambridge Journal of Education*, 50(4), 409-427.
- Serafini, F. (2020). Understanding visual images in picturebooks. In *Talking beyond the page* (pp. 10-25). Routledge.

- Serex, L., Bertsch, A., & Renaud, P. (2018). Microfluidics: A new layer of control for extrusion-based 3D printing. *Micromachines*, 9(2), 86.
- Shai, L., Molefinyana, C., & Quinot, G. (2019). Public Procurement in the Context of Broad-Based Black Economic Empowerment (BBBEE) in South Africa — Lessons Learned for Sustainable Public Procurement. *Sustainability*, 11(24), 7164.
- Shakespeare, W., & Raffel, B. (2022). *Hamlet (The Annotated Shakespeare)*. Yale University Press.
- Shane, P. M. (2019). Prosecutors at the Periphery. *Chicago-Kent Law Review*, 94, 241.
- Shet, S. V., Poddar, T., Samuel, F. W., & Dwivedi, Y. K. (2021). Examining the determinants of successful adoption of data analytics in human resource management—A framework for implications. *Journal of Business Research*, 131, 311-326.
- Shiryaeva, T., Arakelova, A., Golubovskaya, E., & Mekeko, N. (2019). Shaping values with "YouTube freedoms": Linguistic representation and axiological charge of the popular science IT-discourse. *Heliyon*, 5(12), e02988.
- Shirvani, M., & Kesserwani, G. (2021). Flood–pedestrian simulator for modelling human response dynamics during flood-induced evacuation: Hillsborough stadium case study. *Natural Hazards and Earth System Sciences*, 21(10), 3175-3198.
- Shohamy, E. (2020). *The power of tests: A critical perspective on the uses of language tests*. Routledge.
- Sine, K. O., & Fransiska, A. (2022). Legal protection on discrimination towards transwomen in DKI Jakarta from human rights perspective. *International Journal of Research in Business and Social Science*, 11(1), 229-240.
- Sithole, N., Mort, G. S., & D'Souza, C. (2021). Financial well-being of customer-to-customer co-creation experience: a comparative qualitative focus group study of savings/credit groups. *International Journal of Bank Marketing*.
- Sitzman, K., & Watson, J. (2018). *Caring science, mindful practice: Implementing Watson's human caring theory*. Springer Publishing Company.
- Sleeter, C. E., & Grant, C. A. (2011). Race, class, gender and disability in current textbooks. *The textbook as discourse. Sociocultural dimensions of American schoolbooks*, 183-215.
- Sliesarieva, A. (2020). *The Defender vs. the Censor: CDA Analysis of 2017 Russian Web-Source Ban in Ukraine*.

- Smith, D. E. (2019). *The People's House of Commons*. University of Toronto Press.
- Smith, D. E. (2020). *Writing the social*. University of Toronto Press.
- Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd.
- Snowdon, C. J., & Eklund Karlsson, L. (2021). A critical discourse analysis of representations of travellers in public policies in Ireland. *Societies*, 11(1), 14.
- Somaru, N., & Rautenbach, C. (2020). Non-criminal dispute resolution in South Africa's criminal justice system: Proposals for reform. *SACJ*, 3.
- Søry, V. (2021). *Youth perspectives on discrimination and racism in social media*. [Unpublished Master's thesis]. University of South-Eastern Norway.
- Şorcaru, D. (2021). On critical thinking and modern limits to human knowledge. In *International Multidisciplinary Scientific Conference on the Dialogue between Sciences & Arts, Religion & Education* (Vol. 5, No. 1, pp. 90-98). Ideas Forum International Academic and Scientific Association.
- Stanley, T. J. (2020). 3. Whose Public? Whose Memory? Racisms, Grand Narratives and Canadian History. In *To the Past* (pp. 32-49). University of Toronto Press.
- Stock, I., & Fröhlich, J. J. (2021). Migrants' social positioning strategies in transnational social spaces. *Social Inclusion*, 9(1), 91-103.
- Stjernswärd, S., & Glasdam, S. (2022). The European Standard EN 17398: 2020 on Patient Involvement in Health Care—a Fairclough-Inspired Critical Discourse Analysis. *Policy, Politics, & Nursing Practice*, 15271544221088250.
- Stokes, J. (2021). *How to do media and cultural studies*. Sage.
- Struch, J. (2019). "I hate when she says word choice": Critical discourse analysis of feedback on English as an Additional Language academic writing using a cognitive (in)justices lens.
- Subramanien, D. C., & Joseph, J. L. (2019). The right to strike under the Labour Relations Act 66 of 1995 (LRA) and possible factors for consideration that would promote the objectives of the LRA. *Potchefstroomse Elektroniese Regsblad*, 22(1), 1-39.

- Suhariyanto, B., Mustafa, C., & Santoso, T. (2021). Liability incorporate between transnational corruption cases Indonesia and the United States of America. *Journal of Legal, Ethical and Regulatory Issues*, 24(3).
- Sunahara, A. G. (2020). *The politics of racism: The uprooting of Japanese Canadians during the Second World War*. Nikkei National Museum & Cultural Centre.
- Sveinson, K., Hoeber, L., & Heffernan, C. (2021). Critical discourse analysis as theory, methodology, and analyses in sport management studies. *Journal of Sport Management*, 35(5), 465-475.
- Syed, A. F., Junaid, M., & Shahid, S. (2021). Analyzing The Farewell Sermon of the Prophet Muhammad (pbuh) A Critical Perspective. *International Journal of Linguistics Studies*, 1(1), 71-81.
- Talib, N. (2019). Creating the conditions for human division and structural inequality: The foundation of Singapore's education policy. *Journal of Language and Politics*, 18(5), 739-759.
- Talib, N., & Fitzgerald, R. (2018). Putting philosophy back to work in Critical Discourse Analysis. *Critical Discourse Studies*, 15(2), 123-139.
- Tang, X., Feng, L., Zou, Y., & Mu, H. (2012). The Shanghai multi-hazard early warning system: addressing the challenge of disaster risk reduction in an urban megalopolis. In *Institutional partnerships in multi-hazard early warning systems* (pp. 159-179). Springer, Berlin, Heidelberg.
- Teitelbaum, E., Jayathissa, P., Miller, C., & Meggers, F. (2020). Design with comfort: Expanding the psychrometric chart with radiation and convection dimensions. *Energy and Buildings*, 209, 109591.
- Teršek, A. (2021). Political alternatives for constitutional democracy: between utopia, pandemic and dystopia. *Open Political Science*, 4(1), 45-63.
- Thompson, J. B. (2020). *Studies in the Theory of Ideology*. University of California Press.
- Tittarelli, F., Giosuè, C., & Mobili, A. (2018). Recycled glass as aggregate for architectural mortars. *International Journal of Concrete Structures and Materials*, 12(1), 1-11.

- Tomski, P., & Wysłocka, E. (2019). The entrepreneurial perception of the small enterprise Environment. *Global Journal of Environmental Science and Management*, 5(Special Issue), 180-187.
- Torkelson, E. (2020). Collateral damages: Cash transfer and debt transfer in South Africa. *World Development*, 126, 104711.
- Trubovitz, S., Lazarus, D., Renaudie, J., & Noble, P. J. (2020). Marine plankton show threshold extinction response to Neogene climate change. *Nature Communications*, 11(1), 1-10.
- Truex, R. (2020). Authoritarian gridlock? Understanding delay in the Chinese legislative system. *Comparative Political Studies*, 53(9), 1455-1492.
- Tuckerman, H. T. (2022). *Book of the Artists*. BoD – Books on Demand.
- Tyarakanita, A., Drajadi, N. A., Rochsantiningsih, D., & Nurkamto, J. (2021). The Representation of Gender Stereotypes in Indonesian English Language Textbooks. *Sexuality & Culture*, 25(3), 1140-1157.
- Tyler, S. A. (2020). *Post-modern ethnography: From document of the occult to occult document* (pp. 122-140). University of California Press.
- Udasmoro, W. (2019). Minangkabau peace literature in West Sumatra: A critical discourse analysis. *Masyarakat, Kebudayaan dan Politik*, 32(1), 34-45.
- Umezulike, A. N., & Okoye, A. C. (2013). Promoting the stability of the Nigerian economy through quality assurance in business education. *Association of Business Educators of Nigerian (ABEN) Book of Readings*, 3(1), 181-187.
- Vähämäki, M., Saru, E., & Palmunen, L. M. (2021). Doctoral supervision as an academic practice and leader–member relationship: A critical approach to relationship dynamics. *The International Journal of Management Education*, 19(3), 100510.
- Van Crombrugge, R. (2021). Are referendums necessarily populist? Countering the populist interpretation of referendums through institutional design. *Representation*, 57(1), 109-130.
- Van Dijk, T. A. (2019). *Macrostructures: An interdisciplinary study of global structures in discourse, interaction, and cognition*. Routledge.
- Van Schalkwyk, R. D., & Krüger, L. P. (2019). The potential financial impact and influence of black economic empowerment (BEE) on private higher education institutions in South Africa: management alert. *Problems and Perspectives in Management*, 17(3), 45.

- Van Staden, M. J. (2021). An update of recent labour law developments from South African courts 2021. *Journal of South African Law*, 2021(4).
- Van Vechten, R. B. (2021). *California politics: A primer*. Cq Press.
- Vandebroek, I., Pieroni, A., Stepp, J. R., Hanazaki, N., Ladio, A., Alves, R. R. N., ... & Dahdouh-Guebas, F. (2020). Reshaping the future of ethnobiology research after the COVID-19 pandemic. *Nature Plants*, 6(7), 723-730.
- Vasilev, V. L., Gapsalamov, A. R., Akhmetshin, E. M., Bochkareva, T. N., Yumashev, A. V., & Anisimova, T. I. (2020). Digitalization peculiarities of organisations: A case study. *Entrepreneurship and Sustainability Issues*, 7(4), 3173.
- Vásquez, M. A. (2020). *More than belief: A materialist theory of religion*. Oxford University Press.
- Vasquez, V. M., Janks, H., & Comber, B. (2019). Critical literacy as a way of being and doing. *Language Arts*, 96(5), 300-311.
- Veeramoothoo, S. (2020). Social Justice and the Portrayal of Migrants in International Organization for Migration's World Migration Reports. *Journal of Technical Writing and Communication*, 0047281620953377.
- Vilakazi, T., & Bosiu, T. (2021). Black economic empowerment, barriers to entry, and economic transformation in South Africa. *Structural transformation in South Africa: The challenges of inclusive industrial development in a middle-income country*.
- Visser, M. (2019). Pragmatism, CTand business ethics: Converging lines. *Journal of Business Ethics*, 156(1), 45-57.
- Wade, M. (2021). *What is Depression?*. Rochester Institute of Technology.
- Wahyuningsih, S. E. (2022). Professionalism of the Authority in Military Justice System in Indonesia. *International Journal of Recent Advances in Multidisciplinary Topics*, 3(1), 84-89.
- Wang, H., Liu, G., Hu, S., & Liu, C. (2018). Experimental investigation about thermal effect of colour on thermal sensation and comfort. *Energy and Buildings*, 173, 710-718.
- Wangmo, P. (2021). Factors Affecting Bhutanese Secondary School Students' Ability in Solving Mathematical Word Problems: A Case Study. *Asian Research Journal of Mathematics*, 1-13.

- Warmelink, H., Koivisto, J., Mayer, I., Vesa, M., & Hamari, J. (2020). Gamification of production and logistics operations: Status quo and future directions. *Journal of Business Research, 106*, 331-340.
- Watson, L. (2020). *Contingencies and Masterly Fictions: Countertextuality in Dickens, Contemporary Fiction and Theory*. Cambridge Scholars Publishing.
- Waxman, D., & Peleg, I. (2020). The nation-state law and the weakening of Israeli democracy. *Israel Studies, 25*(3), 185-200.
- Weihe, N. A. (2019). "*Carceral Trafficking*": *Social Cognition, Ideology and Discourse of an American Carceral Tradition*. [Unpublished doctoral dissertation]. University of Illinois at Chicago.
- Weir, A. (2021). Feminist Critical Theory. *The Oxford Handbook of Feminist Philosophy*, 50. Oxford University Press.
- Weninger, C. (2021). Multimodality in critical language textbook analysis. *Language, Culture and Curriculum, 34*(2), 133-146.
- Wiebe, C., Nguyen, A. K., & Mattheis, A. (2021). Visualizing technocratic power: A cyber-archaeological analysis of the US National Education Technology Plan. *Discourse: Studies in the Cultural Politics of Education, 42*(2), 282-294.
- Willey-Sthapit, C., Jen, S., Storer, H. L., & Benson, O. G. (2022). Discursive decisions: Signposts to guide the use of critical discourse analysis in social work. *Qualitative Social Work, 21*(1), 129-146.
- Williams, A. (2020). *Constructing musicology*. Routledge.
- Willis, J. (2021). *A framework for task-based learning*. Intrinsic Books Ltd.
- Wilms, L., & Oberfeld, D. (2018). Color and emotion: effects of hue, saturation, and brightness. *Psychological Research, 82*(5), 896-914.
- Winkle-Wagner, R., Lee-Johnson, J., & Gaskew, A. N. (Eds.). (2018). *CTand qualitative data analysis in education*. Taylor & Francis.
- Winter, E. O. (2020). *Towards a contextual grammar of English: The clause and its place in the definition of sentence*. Routledge.
- Wise, D. J. (2017). *Power, legitimacy and political positioning: a case study evaluating James' Public Relations Positioning Framework*. [Unpublished doctoral dissertation]. University of Newcastle.

- Wren, D. A., & Bedeian, A. G. (2020). *The evolution of management thought*. John Wiley & Sons.
- Wright, M. (2022). Regulatory Enforcement and the Criminal Law. In *Responding to Environmental Crimes* (pp. 43-76). Palgrave Macmillan, Cham.
- Wu, R., Chen, J., Wang, C. L., & Zhou, L. (2022). The influence of emoji meaning multiplicity on perceived online review helpfulness: The mediating role of processing fluency. *Journal of Business Research*, *141*, 299-307.
- Wu, Y., Lu, J., van Dijk, E., Li, H., & Schnall, S. (2018). The color red is implicitly associated with social status in the United Kingdom and China. *Frontiers in Psychology*, *9*, 1902.
- Xaba, N. J. (2020). *A comparative study of Afrikaner Economic Empowerment and Black Economic Empowerment: a case study of a former South African parastatal in Vanderbijlpark*. [Unpublished doctoral dissertation]. Stellenbosch University.
- Yang, M., & Sharma, D. (2020). The spatiality and temporality of electricity reform: A comparative and critical institutional perspective. *Energy Research & Social Science*, *60*, 101327.
- Young, I. M. (2020). *Intersecting voices*. Princeton University Press.
- Young, O. R. (Ed.). (2013). *Compliance & public authority: A theory with international applications*. Routledge.
- Young, S. G., Thorstenson, C. A., & Pazda, A. D. (2018). Facial redness, expression, and masculinity influence perceptions of anger and health. *Cognition and Emotion*, *32*(1), 49-60.
- Zahro, A. (2020). Gender Responsivity in a Junior High School Indonesian Language Textbook. *Talent Development & Excellence*, *12*(1).
- Zargoosh, Z., Ghavam, M., Bacchetta, G., & Tavili, A. (2019). Effects of ecological factors on the antioxidant potential and total phenol content of *Scrophularia striata* Boiss. *Scientific Reports*, *9*(1), 1-15.
- Zehntner, C. (2018). The way that things are done around here: An investigation into the organisational and social structures that contribute to structural power within the Australian swim coach education pathway. In *Structuring the Thesis* (pp. 285-290). Singapore: Springer.

- Zheng, L., Ulrich, K., & Sendra-García, J. (2021). Qualitative comparative analysis: Configurational paths to innovation performance. *Journal of Business Research*, 128, 83-93.
- Zhou, Q., Park, J. G., Bae, J., Ha, D., Park, J., Song, K., & Kim, T. (2020). Multimodal and covert–overt convertible structural coloration transformed by mechanical stress. *Advanced Materials*, 32(25), 2001467.

Appendix A: Ethical clearance



Mr Thandokuhle Prince Magwanyana (213570702)

School Of Education
Edgewood

Dear Mr Thandokuhle Prince Magwanyana,

Protocol reference number: 00005207

Project title: The Representations of Contemporary Legislation in South African Grade 12 Business Studies textbooks

Exemption from Ethics Review

In response to your application received on [redacted], your school has indicated that the protocol has been granted **EXEMPTION FROM ETHICS REVIEW**.

Any alteration/s to the exempted research protocol, e.g., Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through an amendment/modification prior to its implementation. The original exemption number must be cited.

For any changes that could result in potential risk, an ethics application including the proposed amendments must be submitted to the relevant UKZN Research Ethics Committee. The original exemption number must be cited.

In case you have further queries, please quote the above reference number.

PLEASE NOTE:

Research data should be securely stored in the discipline/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours sincerely,



Prof Nyna Amin
Academic Leader Research
School Of Education

Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

INSPIRING GREATNESS

Appendix B: Editing certificate

Leverne Gething, M.Phil. *cum laude*
PO Box 1155, Milnerton 7435; cell 072 212 5417
e-mail: leverne@eject.co.za

22 July 2022

Declaration of editing of PhD thesis for submission to UKZN

TITLE: The representations of contemporary legislation in South African Grade 12 Business Studies textbooks

I hereby declare that I carried out language editing of the above thesis on behalf of Thandokuhle Prince Magwanyana.

I am a professional writer and editor with many years of experience (e.g. 5 years on *SA Medical Journal*, 10 years heading the corporate communication division at the SA Medical Research Council), who specialises in Science and Technology editing - but am adept at editing in many different subject areas. I have edited a great deal of work, including academic papers and theses, for various academic journals, universities and publishers.

I am a full member of the South African Freelancers' Association as well as of the Professional Editors' Association.



Yours sincerely

LEVERNE GETHING leverne@eject.co.za

Appendix C: extractions from chapter: five

If employers do not comply with the Act, their businesses could face fines and legal action from Labour Court. Employers could also be imprisoned for up to three years for an offence in terms of Sections 43, 44,46,48,90 or 92 of the Act. Section 90 deals with keeping employees' information confidential and Section 92 deals with obstructing the work of a labour inspector or of anyone carrying out functions in terms of the Act.

Extract from MBE, p. 17(1).

The nature of the Basic Conditions of Employment Act (BCEA) is to help to ensure that all workers have rights to the fair labour practices in the Constitution by regulating the basic conditions of employment in South Africa so that they comply with the standards of the International Labour Organisation (ILO).

Extract from MBE, p. 16(1).

The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. It may amend and repeal laws related to labour relations to facilitate sound labour relations. The Act also covers Section 27 of the Constitution which states that everyone has the right to have access to healthcare services, sufficient food and water, and social security.

Extract from NGW, p. 6.

Protected industrial action is industrial action that complies with rules set out in the LRA. Unprotected industrial actions does not comply with the rules in the LRA and is illegal, so workers who lose their jobs for participating in unprotected industrial action are not likely to get their jobs back.

Extract from MBE, p. 17(2).

Special advisor to the Minister of Labour, Herbert Mkhize, has called on social partners from business, labour, and government to join hands in the war against non-compliance with the labour laws of the country.

Extract from MAN, p. 8.

The LRA brings labour legislation in South Africa in line with international labour legislation that the ILO has developed.

Extract from MBE, p. 10.

The BCEA aims to bring South African labour law in line with the ILO's standards.

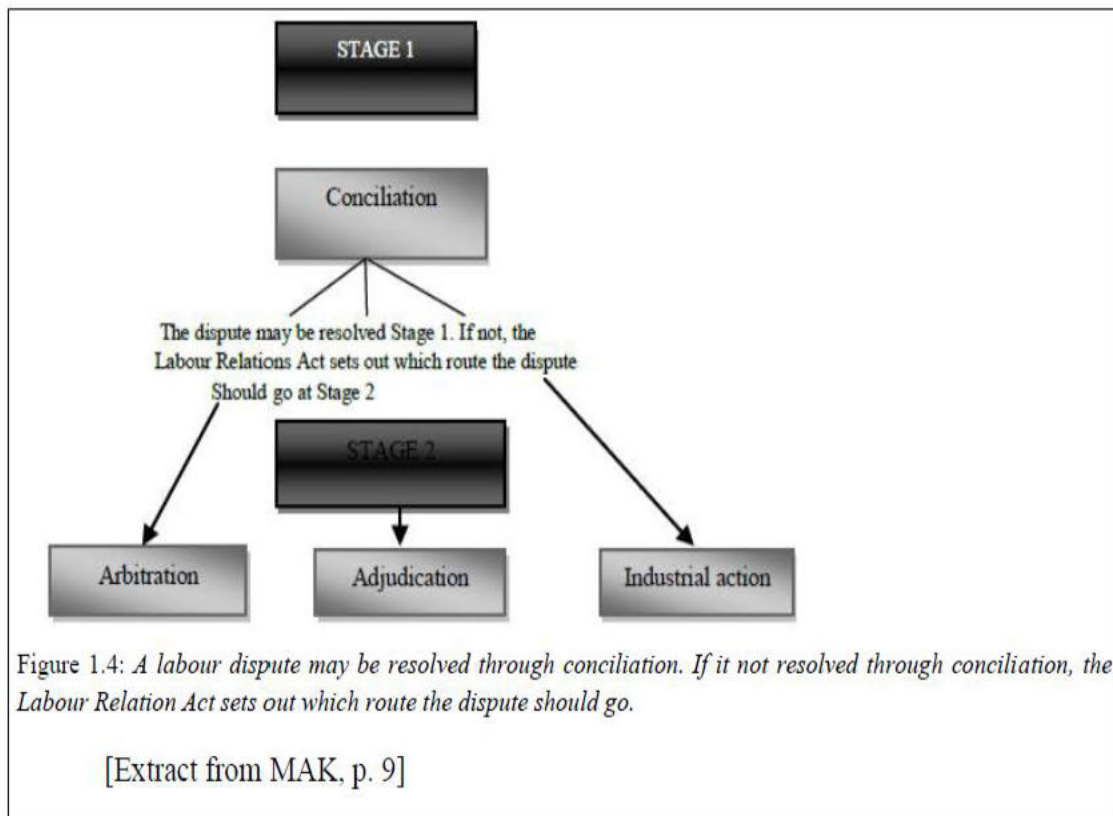
Extract from MBE, p. 16(2).

It brings South Africa's labour law in line with international standards, which makes South Africa an attractive option for foreign companies.

Extract from MBE, p. 17(3).

This amounts to a major break with the attitudes and the master-and-servants legislation of the apartheid past, putting employers and employees on an equal footing in the resolution of disputes—at least in terms of conciliation and arbitration.

Extract from MAK, p. 13.



Purpose: For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important piece of legislation. However, the purpose of the Act covers more than that-it promotes economic development, **social justice**, labour peace and the **democratisation** of the workplace through the following:

Other organisational rights provided by the Act are time off (usually unpaid) to participate in trade union activities (e.g. meetings), and the right of trade unions to have union membership fees deducted from salaries.

For this purpose the Act allows for **bargaining councils**-a trade union (or more than one) and an employers' organisation (or more than one) may form a bargaining council.

Extract from NGW, p. 15.

The Labour Relations Act regulates the relationship between employees and their unions on the one hand, and employers and their organisations on the other hand. It may amend and repeal laws related to labour relations in order to facilitate sound labour relations. The Act also covers Section 27 of the Constitution which states that everyone has the right to have access to healthcare services, sufficient food and water and social security.

Extract from NGW, p. 6.

The Act gives details about the minimum set of information that a business must record.

Extract from MAK, p. 6.



Figure 1.2: The Basic Conditions of Employment Act protects the rights of almost every employee in the country, including domestic workers and framworkers who are often vulnerable to exploitation.

[Extract from MAK, p. 5]

The LRA has established two courts of law to deal specifically with labour disputes.

The Labour Appeal Court can hear and rule on appeals or final decisions of the Labour Court.

Extract from VEL, p. 10.

- 1. Explain the purpose of the Labour Relations Act. (2)*
- 2. Use the table below to summarise the advantages of the Labour Relations Act that will be beneficial to employers and the advantages that will be beneficial to employees.*

Extract from VEL, p. 11(1).

The members will agree on the council's constitution and register the council.

Extract from VEL, p. 11(2).

If a dispute cannot be resolved by conciliation or mediation, the CCMA will act as arbitrator.

Extract from VEL, p. 11(3).

The Labour Appeal Court can rule on all appeals and any questions arising from the proceedings of the Labour Court.

Extract from VEL, p. 12(1).

Each of the participants in a specific labour relationship will fulfil their own regulatory function in terms of the Act.

Extract from VEL, p. 12(2).

The arbitrator will then make a final and binding ruling or award

Labour Appeal Court – a court that rule on any questions arising from matters heard by the Labour Court

picketing –the act of demonstrating outside a business to draw attention to grievances, or standing outside the business to prevent or dissuade other workers and/or customers from entering.

Extract from VEL, p. 12(3).

Deductions must be agreed in writing and in accordance with the law.

Extract from VEL, p. 20.

It is important to note that if workers demand their rights in terms of the Act, they may do so without being treated unfairly or victimised.

Extract from VEL, p. 22(1).

The Act makes provision for Labour Inspectors who must not only advise workers and employers on their labour rights and obligations, but also carry out inspections and investigate complaints.

Extract from VEL, p. 22(2).

- *The Act provides for a more simplified dispute*
- *The Act regulate trade unions which makes it easier for business to know who to negotiate with*
- *Smaller business (less than 50 employees do not have the same strict rules regarding retrenchments as larger businesses*
- *Employ additional staff to ensure compliance with the Act- for example labour law specialists.*
- *Smaller business who cannot afford these specialists may have to pay labour law consultants to assist them*

Extract from MAN, p. 19.

The Basic Conditions of Employment Act is clear about how many hours per week a worker may work (ordinary hours and over-time) and the Act also provides for a meal interval. Do some research and answer the following questions based on the content of the Act:

Extract from MAN, p. 21(1).

The Act also states that no business or person may employ a child who is under 15 years of age.

The employee must be paid according to the agreement with the employer and deductions must be agreed to by the worker in writing or if the employer is required to do so by law (e.g. Income tax and UIF).

Extract from MAN, p. 21(2).

*An inspector may serve a **compliance order** on an employer who is not complying with provision of the Act*

Extract from MAN, p. 24(1).

Any person convicted of an offence in terms of the Act may be sentenced to a fine or imprisonment for a period of between one and three years.

- *Non-compliance businesses is punishable by law*
- *Part-time or casual workers do not get protection under the act*

Small businesses often do not have the administrative capacity to deal with all the requirements of the Act.

Extract from MAN, p. 24(2).

Most large businesses will have had to restructure their human resources departments to accommodate the additional workload and need for specialist knowledge which the South African labour laws require.

Extract from MAN, p. 18.

Advantages and disadvantages of the Act

- *It brings South Africa's labour law in line with international standards, which makes South Africa an attractive option for foreign companies*
- *As with other labour laws, businesses need to stay informed about basic conditions of employment to ensure that they comply with the law at all times to avoid penalties.*

The strict conditions in the Act may discourage some employers from offering formal employment, because they may not want to risk non-compliance with the Act.

Extract from MBE, p. 17(4).

If employers do not comply with the Act, their businesses could face fines and legal action from Labour Court. Employers could also be imprisoned for up to three years for an offence in terms of Sections 43, 44,46,48,90 or 92 of the Act. Section 90 deals with keeping employees' information confidential and Section 92 deals with obstructing the work of a labour inspector or of anyone carrying out functions in terms of the Act.

Extract from MBE, p. 17(2).

If smaller business does not appoint a human resources manager who knows about labour law, the business owner will need to do this job himself or herself.

Extract from MBE, p. 12.

An employer must disclose all relevant information that the trade union representative needs to do their job except for information excluded in Act, such as personal information of an employee.

Extract from MHL, p. 16(3).

A compliance order details how the employer has contravened the labour law and includes any amount the employer is required to pay an employee. In circumstances the employer can be taken to the Labour Court for a ruling.

Extract from MHL, p. 22.

4.6 Compliance with the Act by employers

- Managers at all level must be familiar with the Act, especially on issues such as working hours, overtime, leave and dismissal.

If a business does not comply with the regulations set out in the Act, it could be held liable by the CCMA or Labour Court.

Extract from NGW, p. 13.

The Department of Labour appoints labour inspectors to promote, monitor and enforce compliance with employment laws.

Labour inspectors can advise employees and employers on their rights and responsibilities in terms of employment laws. They also conduct inspections, investigate complaints and can issue a compliance order to an employer who is not complying with an employment law.

Extract from MKA, p. 7.

If any employer or employee does not comply with the Act, they will be forced to enter into a dispute resolution process.

Extract from VEL, p. 12.

When the Labour Inspectors find the Act is not being adhered to, they may issue an order to the company to comply with the law (Compliance Order).

Extract from VEL, p. 22.

*Consider the following question in groups and report back to the whole class:
What will the implications be of the BCEA regulations relating to working hours and leave for a restaurant which employs waiters, cleaners, grillers and managers? (8)*

Extract from MAN, p. 24.

We can map this to Section 23 of the final Constitution (1996), which deals with labour law, by saying that all workers have the right to fair labour practices, to trade union membership and participation, and to strike.

Extract from MBE, p. 9(1).

The government can put national laws in place to regulate collective bargaining.

Extract from MBE, p. 9(2).

The purpose of the Act is to encourage economic development and social justice by doing the following:

- *Aligning South African's labour law with the laws of ILO.*
- *Chapter One: Definitions, purpose and application of the Act*
- *Chapter Two: Regulation of working time (information about working hours, overtime, meal breaks, public holidays, and so on)*

Chapter Ten: Monitoring, enforcement and legal proceedings (information about what will happen if businesses do not comply with the Act)

Extract from MBE, p. 16(4).

The court's finding makes it clear that shareholders can terminate the directorship of any of its directors, but not dismiss the employee as it is against the Labour Relations Act

Extract from NGW, p. 8.

4.3 Implications of the Act on employers and employees

- *Both employers and employees are protected in terms of the Act.*
- *Many employees feel they are entitled to the rights as prescribed in the Act and sometimes take sick leave when they are not sick, simply because they feel it is their rights.*

Workers may demand their rights in terms of the Labour Relations Act.

Extract from NGW, p. 12.

3 Labour Relations Act (LRA) No. 66 of 1995

[Extract from MAN, p. 15]

3. Labour Relations Act No. 66 of 1995

[Extract from MBE, p. 9]

The nature of the Labour Relations Act

[Extract from MBE, p. 9]

The purpose of the Labour Relations Act

[Extract from MBE, p. 10]

5. Basic Conditions of employment Act No. 75 of 1997

[Extract from MBE, p. 16]

The nature of the Act

[Extract from MBE, p. 16]

The purpose of the Act

[Extract from MBE, p. 16]

How the Basic Conditions of Employment Act affects businesses in South Africa

[Extract from MBE, p. 17]

Advantages and disadvantages of the Act

[Extract from MBE, p. 17]

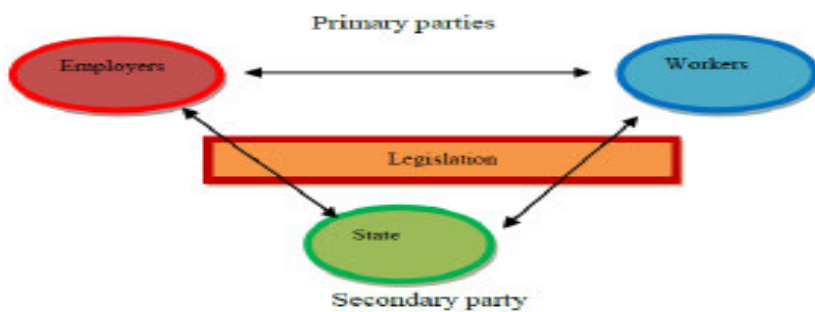


Figure 1.8 Parties in labour relations

[Extract from MAN, p. 15]

For this purpose the state *enacted* the *Labour Relations Act (LRA)*, which requires agreement, through sound labour relations, between workers (trade unions), employers (management) and the state (government).

Macro environment impact of the recent legislation on the business Topic 1 Term 1

[Extract from MAN, p. 16]

Macro environment: impact of the recent legislation on the business Topic 1 Term 1

[Extract from MAN, p. 18]

Macro environment: impact of the recent legislation on the business Topic 1 Term 1

[Extract from MAN, p. 22]

Macro environment: impact of the recent legislation on the business Topic 1 Term 1

[Extract from MAN, p. 24]

Term 1 Topic 1 Macro environment: impact of recent legislation on business

[Extract from MAN, p. 21]

Term 1 Topic 1 Macro environment: impact of recent legislation on business

[Extract from MAN, p. 22]

Term 1 Topic 1 Macro environment: impact of recent legislation on business

[Extract from MAN, p. 23]

- *The Act provides for a more simplified dispute*
- *The Act regulate trade unions which makes it easier for business to know who to negotiate with*
- *Smaller business (less than 50 employees do not have the same strict rules regarding retrenchments as larger businesses*
- *Employ additional staff to ensure compliance with the Act-for example labour law specialists*
- *Smaller business who cannot afford these specialists may have to pay labour law consultants to assist them*

[Extract from MAN, p. 19]

3 Why do the parties that have a dispute over labour laws meet in a negotiation room? (2)

[Extract from MAN, p. 19]

Activity 4 *The Labour Relations Act in the news*

[Extract from MAN, p. 19]

5 Basic Conditions of Employment Act No. 75 of 1997

[Extract from MAN, p. 21]

The nature of the Labour Relations Act

[Extract from MBE, p. 9]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 9]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 11]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 13]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 16]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 17]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 18]

Topic 1: Macro environment: Impact of recent legislation on business

[Extract from MBE, p. 18]

Nature of the Labour Relations Act (LRA)

[Extract from MHL, p. 15]

Nature of the Basic Conditions of Employment Act (BCEA)

[Extract from MHL, p. 21]

Nature of the Basic Conditions of Employment Act (BCEA)

[Extract from MHL, p. 21]

The Labour Relations Act does not apply to members of the National Defence Force, National Intelligence Agency or the South African Secret Police

[Extract from MHL, p. 15]

Nature of the act

[Extract from NGW, p. 6]

2.9 Actions that contravene the Act

[Extract from NGW, p. 6]

Labour Relations Act No. 66 of 1995 as amended by Act 12 of 2002

[Extract from NGW, p. 6]

Purpose of the Act

[Extract from NGW, p. 6]

Unit 4: Basic Conditions of Employment Act No. 75 of 1997 as amended by the Basic Conditions of Employment Amendment Act 2002

[Extract from NGW, p. 12]

4.1 Nature of the Act

[Extract from NGW, p. 12]

4.2 Purpose of the Act

[Extract from NGW, p. 12]

4.8 Actions that contravene the Basic Conditions of Employment Act

[Extract from NGW, p. 13]

● *What is main aim of the Labour Relations Act?*

● *How does the Relations Act impact on businesses?*

[Extract from NGW, p. 6]

According to the Bill of Rights in the Constitution:

i. Purpose of the Labour Relations Act

ii. Rights, responsibilities and key provisions of the Labour Relations Act

[Extract from MAK, p. 9]

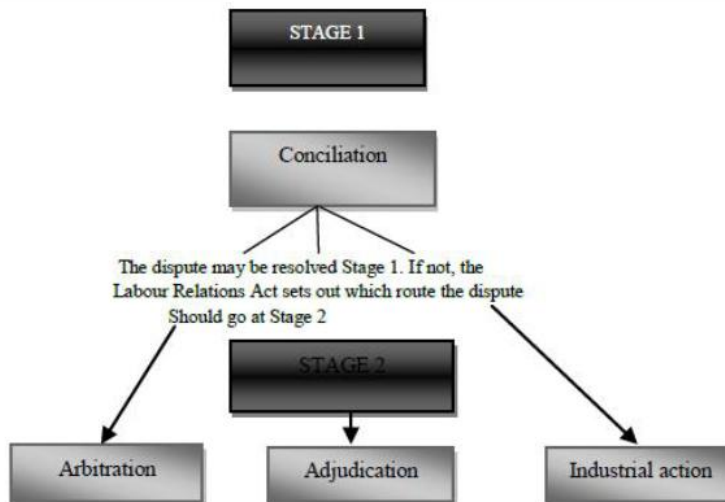


Figure 1.4: A labour dispute may be resolved through conciliation. If it not resolved through conciliation, the Labour Relation Act sets out which route the dispute should go.

[Extract from MAK, p. 9]



Figure 1.2: The Basic Conditions of Employment Act protects the rights of almost every employee in the country, including domestic workers and framworkers who are often vulnerable to exploitation.

[Extract from MAK, p. 5]

a. Basic Conditions of Employment Act

The Basic Conditions of Employment Act 75 of 1997 (BCEA) regulates employment conditions such as leave, working hours and overtime, pay slips and deductions from pay, employment contracts and termination of employment.

i. Purpose of the Basic Conditions of Employment Act

The Bill of Rights in the Constitution states everyone has the right to fair labour practice. The BCEA helps to put this constitutional right into practice.

ii. Rights and responsibilities in terms of Basic Conditions of Employment Act

[Extract from MAK, p. 5]

iii. Advantages and disadvantages of the Basic Conditions of Employment Act

[Extract from MAK, p. 5]

1.5 Nature of the Labour Relations Act (LRA)

[Extract from VEL, p. 9]

1.7.1 Advantages of the Labour Relations Act

[Extract from VEL, p. 10]

1.7 Advantages and disadvantages of the Labour Relations Act

[Extract from VEL, p. 10]

Basic Conditions of Employment Act No. 75 of 1997

[Extract from VEL, p. 13]

1.7.2 Disadvantages of the Labour Relations Act

[Extract from VEL, p. 11]

1.10 Actions regarded as discriminatory acts as listed the LRA

[Extract from VEL, p. 13]

1.18 Nature of the Basic Conditions of Employment Act (BCEA)

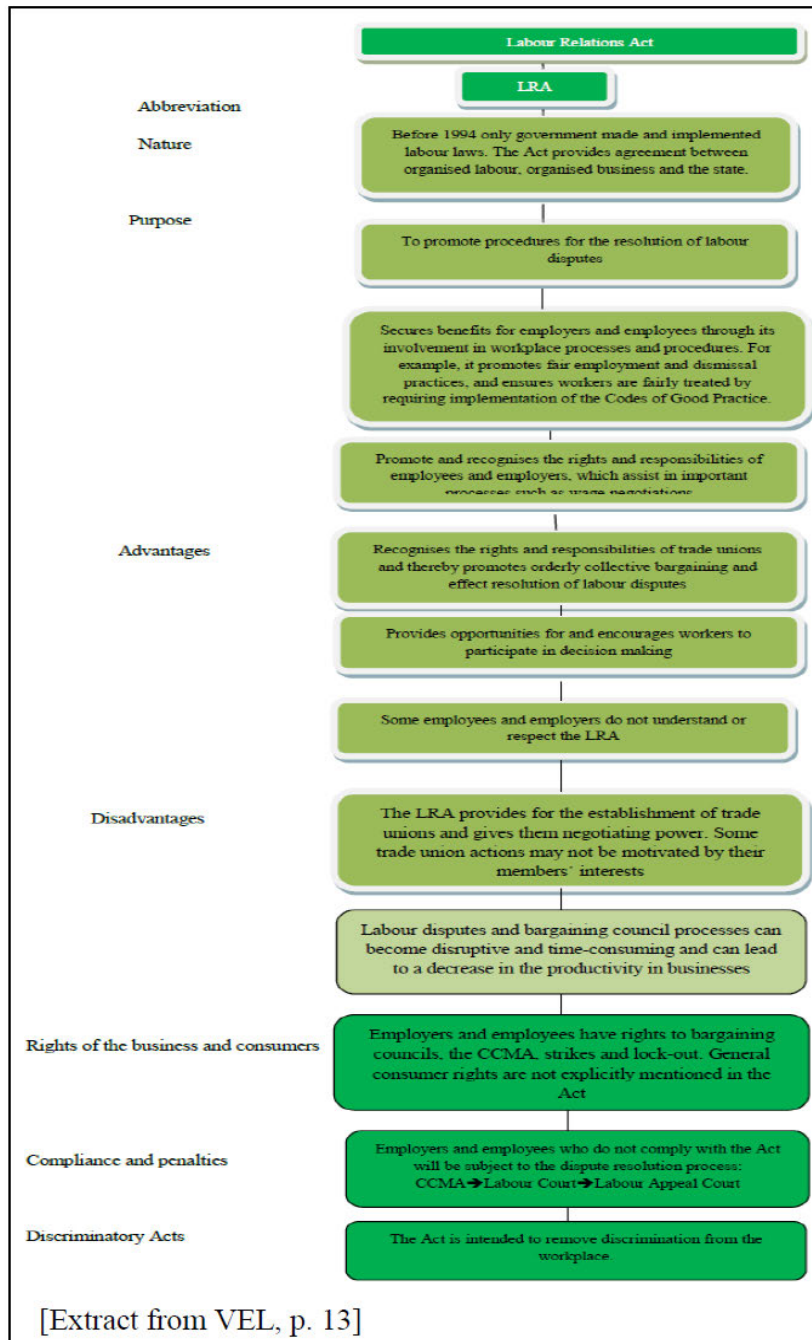
[Extract from VEL, p. 17]

1.19 Purpose of the Basic Conditions of Employment Act

[Extract from VEL, p. 17]

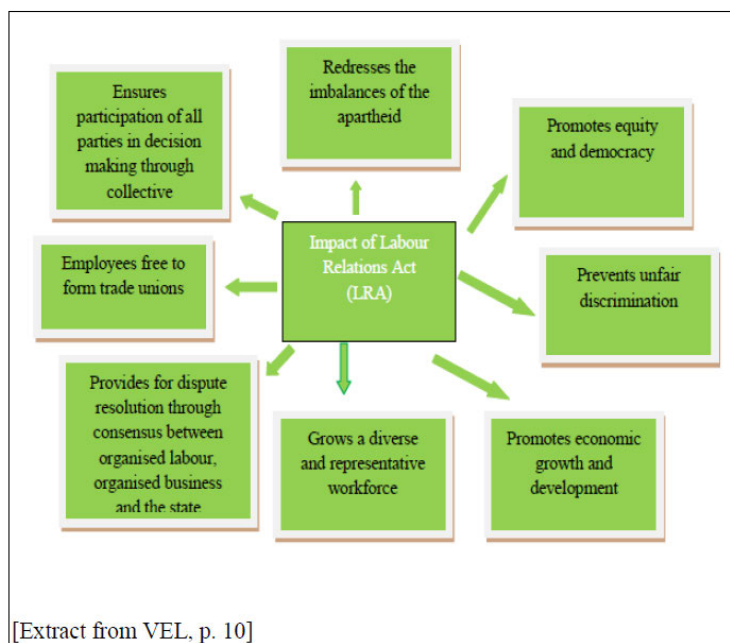
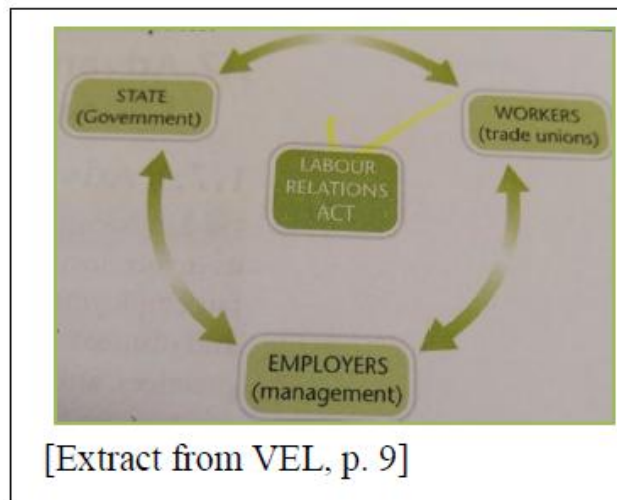
1.20 Advantages and disadvantages of the Basic Conditions of Employment Act

[Extract from VEL, p. 17]



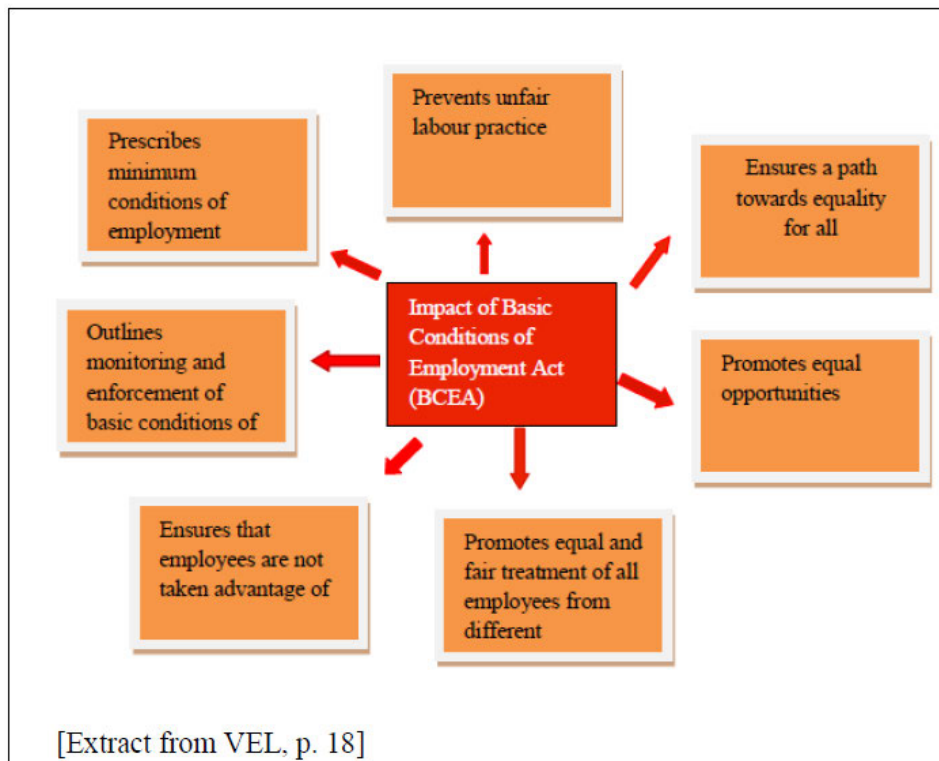
1.23 Actions listed in the BCEA regarded as discriminatory acts

[Extract from VEL, p. 22]



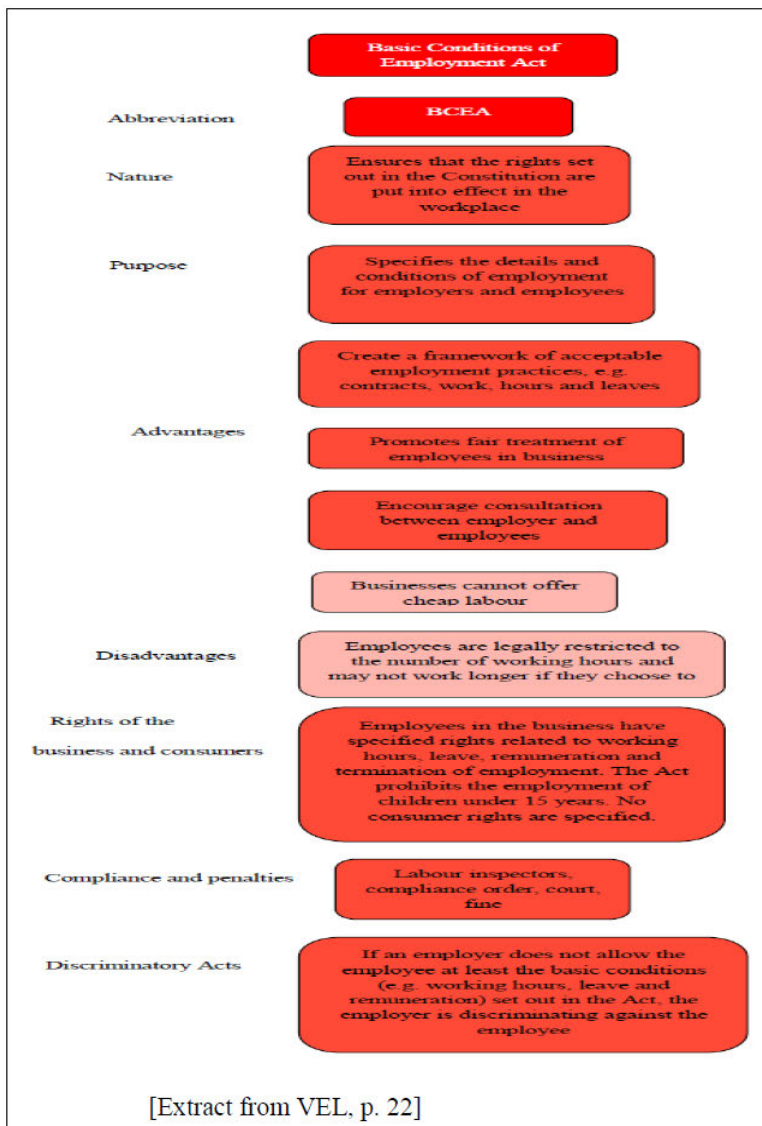
Labour Relations Act (LRA)-promote equity and democracy through implementation of employment equity and prevention of unfair discrimination

[Extract from VEL, p. 9]



	Employment Equity Act (EEA)	Basic Conditions of Employment Act (BCEA)
Redresses imbalances of the apartheid past		
Promotes equal opportunities		
Outlines affirmative action measures for businesses		
Outline monitoring and enforcement of employment equity		

[Extract from VEL, p. 22]



Special advisor to the Minister of Labour, Herbert Mkhize, has called on social partners from business, labour and government to join hands in the war against non-compliance with the labour laws of the country.

[Extract from MAN, p. 18]

*Why do we have to use the law to **cajole** citizens to do the right thing? Why do we have to tighten inspectorate sections of labour legislation to achieve improved compliance?*

[Extract from MAN, p. 18]

The Basic Conditions of Employment Act is clear about how many hours per week a worker may work (ordinary hours and over-time) and the Act also provides for a meal interval. Do some research and answer the following questions based on the content of the Act:

[Extract from MAN, p. 21]

4.6 Compliance with the Act by employers

[Extract from NGW, p. 12]

This amounts to a major break with the attitudes and the master-and-servants legislation of the apartheid past, putting employers and employees on an equal footing in the resolution of disputes—at least in terms of conciliation and arbitration.

[Extract from MAK, p. 13]

The study found discrepancies between the Basic Conditions of Employment Act and actual working conditions of waiters.

[Extract from NGW, p. 14]

The arbitrator will then make a final and binding ruling or award

Labour Appeal Court – a court that rule on any questions arising from matters heard by the Labour Court)
picketing –the act of demonstrating outside a business to draw attention to grievances, or standing outside the business to prevent or dissuade other workers and/or customers from entering.

[Extract from VEL, p. 12]

'I also know that the labour laws in South Africa are a product of a robust social dialogue.

[Extract from MAN, p. 18]

*In small groups consider each of the regulations of the BCEA in terms of the advantages and/or disadvantages it holds for big and small businesses.
(12)*

[Extract from MAN, p. 24]

*Consider the following question in groups and report back to the whole class:
What will the implications be of the BCEA regulations relating to working hours and leave for a restaurant which employs waiters, cleaners, grillers and managers?
(8)*

[Extract from MAN, p. 24]

Activity 4 The Labour Relations Act in the news⁴

[Extract from MAN, p. 19]

5 Basic Conditions of Employment Act No. 75 of 1997

[Extract from MAN, p. 21]

3. Labour Relations Act No. 66 of 1995

[Extract from MBE, p. 9]

The court found that Johnston's rights in terms of the Labour Relations Act could not be limited by the Companies Act and that his dismissal as creative director was unconstitutional and in conflict with labour law.

[Extract from NGW, p. 8]

Labour Relations Act (66 of 1995)

[Extract from MHL, p. 15]

Labour Relations Act No. 66 of 1995 as amended by Act 12 of 2002

[Extract from NGW, p. 6]

i. Purpose of the Labour Relations Act

[Extract from MAK, p. 9]

Labour Relations Act No. 66 of 1995

[Extract from VEL, p. 9]

4.6 Compliance with the Act by employers

[Extract from NGW, p. 12]

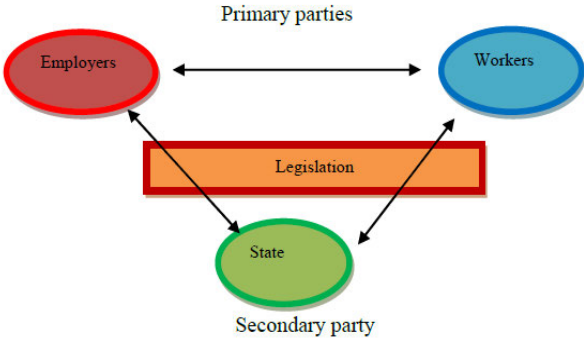
4.3 Implications of the Act on employers and employees

Appendix E: RAW Data for collection on Topicalisation instrument
Book: Manyonyo

Name: Via Afrika Business Studies Grade 12 Learner's Book

Author: P. Bean, M. Kleyn, T.D. Kotze, E.L. Llewellyn, T.R. Maliehe, A. Marx

Ref.	Page no.	Contents of Book Manyonyo
		Legislation, Rule, Ruling, Regulation, Act, Law, Constitution, Bill
MAN1	15	<i>(In bold)</i> 3 Labour Relations Act (LRA) No. 66 of 1995
MAN2	15	The state's role is to provide the mechanism (legislation) that keep the relationship between the employer and the employee positive.
MAN3	15	For this purpose the state enacted the Labour Relations Act (LRA) , which requires agreement, through sound labour relations, between workers (trade unions), employers (management) and the state (government).
MAN4	15	<p><i>(In bold)</i> Purpose: For most businesses the fact that the LRA prescribes rules on how to dismiss employees makes it a very important piece of legislation. However, the purpose of the Act covers more than that-it promotes economic development, social justice, labour peace and the democratisation of the workplace through the following:</p> <p>Other organisational rights provided by the Act are time off (usually unpaid) to participate in trade union activities (e.g. meetings), and the right of trade unions to have union membership fees deducted from salaries.</p> <p>For this purpose the Act allows for bargaining councils-a trade union (or more than one) and an employers' organisation (or more than one) may form a bargaining council.</p>

MAN5	15	 <p style="text-align: center;">Figure 1.8 Parties in labour relations</p>
MAN6	16	Figure 1.9 Example of a CCMA ruling
MAN7	16	Macro environment: impact of the recent legislation on the business Topic 1 Term 1
MAN8	17	However, should the negotiations between business and trade unions not succeed, the Act allows for legal strikes, go-slow and the downing of tools.
MAN9	17	Non-compliance with LRA rules and regulations also poses a real risk to employers because there is an effective and inexpensive (free) option to employees in the form of the CCMA and the Department of Labour.
MAN10	17	Term 1 Topic 1 Macro environment: impact of recent legislation on business
MAN11	18	Most large businesses will have had to restructure their human resources departments to accommodate the additional workload and need for specialist knowledge which the South African labour laws require.
MAN12	18	Special advisor to the Minister of Labour, Herbert Mkhize, has called on social partners from business, labour and government to join hands in the war against non-compliance with the labour laws of the country.
MAN13	18	Why do we have to use the law to cajole citizens to do the right thing? Why do we have to tighten inspectorate sections of labour legislation to achieve improved compliance?

MAN14	18	I also know that the labour laws in South Africa are a product of a robust social dialogue.
MAN15	18	Figure 1.12 Example of a CCMA ruling
MAN16	18	Macro environment: impact of the recent legislation on the business Topic 1 Term 1
MAN17	19	<ul style="list-style-type: none"> • The Act provides for a more simplified dispute • The Act regulate trade unions which makes it easier for business to know who to negotiate with • Smaller business (less than 50 employees do not have the same strict rules regarding retrenchments as larger businesses • Employ additional staff to ensure compliance with the Act-for example labour law specialists • Smaller business who cannot afford these specialists may have to pay labour law consultants to assist them
MAN18	19	3 Why do the parties that have a dispute over labour laws meet in a negotiation room? (2)
MAN19	19	4 What is the link between the implementation of South African labour laws and the International Labour Organisation? (Do some research to find out the answer.) (4)
MAN20	19	<i>(In bold)</i>Activity 4 The Labour Relations Act in the news
MAN21	19	Term 1 Topic 1 Macro environment: impact of recent legislation on business.
MAN22	21	<i>(In bold)</i> 5 Basic Conditions of Employment Act No. 75 of 1997
MAN23	21	<i>(In bold)</i> Nature: The 1996 South African Constitution (Section 23) gives every work and employer the right to fair labour practices.
MAN24	21	<i>(In bold)</i> Purpose: From this right comes the establishing and

		enforcing of basic conditions of employment through the Basic Conditions of Employment Act (BCEA) .
MAN25	21	The Basic Conditions of Employment Act is clear about how many hours per week a worker may work (ordinary hours and over-time) and the Act also provides for a meal interval. Do some research and answer the following questions based on the content of the Act:
MAN26	21	Term 1 Topic 1 Macro environment: impact of recent legislation on business
MAN27	21	enacts -to make something law
MAN28	22	The Act also states that no business or person may employ a child who is under 15 years of age. <ul style="list-style-type: none"> The employee must be paid according to the agreement with the employer and deductions must be agreed to by the worker in writing or if the employer is required to do so by law (e.g. Income tax and UIF).
MAN29	22	Macro environment: impact of the recent legislation on the business Topic 1 Term 1
MAN30	23	The employment conditions as set out in the Act bind both the employer and the employee.
MAN31	23	It has become essential for all businesses to have access to a specialist who is familiar with this legislation and its principles.
MAN32	23	Any magistrate's court has jurisdiction to impose a penalty for an offence provided for in the Act. Various fines or prison terms for contravention of various sections are set out in the Act.
MAN33	23	Contravention – action against a rule or law
MAN34	23	Infringement – an act against that disregards an agreement
MAN35	23	Term 1 Topic 1 Macro environment: impact of recent legislation on business.
MAN36	24	compliance order -an instruction to follow the rules of law

MAN37	24	An inspector may serve a compliance order on an employer who is not complying with provision of the Act.
MAN38	24	Any person convicted of an offence in terms of the Act may be sentenced to a fine or imprisonment for a period of between one and three years. <ul style="list-style-type: none"> • Non-compliance businesses is punishable by law • Part-time or casual workers do not get protection under the act • Small businesses often do not have the administrative capacity to deal with all the requirements of the Act
MAN39	24	In small groups consider each of the regulations of the BCEA in terms of the advantages and/or disadvantages it holds for big and small businesses. (12)
MAN40	24	Consider the following question in groups and report back to the whole class: What will the implications be of the BCEA regulations relating to working hours and leave for a restaurant which employs waiters, cleaners, grillers and managers? (8)
MAN41	24	Macro environment: impact of the recent legislation on the business Topic 1 Term 1

Appendix F: Mini cohort meeting invitation

Invitation

Cohort meeting: Via Zoom

Thursday: 3 pm – 5 pm

Date: 22 October 2022

Presenters

Mr Thandokuhle Magwanyana

Ms Taskeem Cassim

Mr Timilehn Olunuga

Ms Sinenjabulo Shabalala

Supervisors

Dr JR Ramdhani

Dr M Mtshali

Agenda

Welcome

Presentation of data

Comments and engagements

“We are all spiritual beings with human tendencies” Deepak Chopra

Dr Jugathambal Ramdhani

University of KwaZulu Natal

College of Humanities

Academic: Social Science Education (Commerce)

Tell: 031 260 3150

Appendix G: Mini cohort meeting invitation

Cohort Meeting: Dear Post graduate student
 Welcome to 2021 academic year. This is our first cohort. You are required to present the work that you are busy with. Allow 10 minutes after each presentation for comments

Thursday: 25 March 2021

Time: 15:00 – 17:00

Agenda

Welcome: Dr J Ramdhani

Purpose of the meeting: Dr M Mtshali

Degree	Student Name	Time	Student Number and status of registration	Cell and alternative address	Section for presentation	Please provide details : topic as your study
PhD	Thandokuhle Magwanyana	20 min			Ch4: data presentation on Topicalisation	
PhD	Brishani Juggath	15 min			Proposal	
Masters	Taskeen Cassim	10 min			Draft paper for publication	
Masters	Timilehn Olunuga	10 min			Final Chapter of thesis	
Masters	Sinenjabulo Shabalala	10 min			Proposal	
Hons	Noxolo Sibiya	5 min			Topic for IRP	

“We are all spiritual beings with human tendencies” Deepak Chopra

Dr Jugathambal Ramdhani
 University of KwaZulu Natal
 College of Humanities
 Academic: Social Science Education (Commerce)
 Tell: 031 260 3150

Appendix H: Mini cohort meeting invitation

Invitation

Cohort meeting Post grad student: Via Zoom

Date: 11 November 2021

Time: 2pm -4pm

Agenda

Welcome: Dr J.R Ramdhani

Presenters

Mr Magwanyana Thandokuhle -Phd –chapter four presentation of data: instruments of Register, Connotation and Modality

Mr Ezeagba Obum -Masters – proposal

Mr Timelehin Olunga -Completed Masters – paper

Mis Noxolo Sibiya Hons IRP – final project

Comments

Supervisors

Dr J.R Ramdhani

Dr M Mtshali

UKZN email disclaimer:

The contents of this e-mail may contain personal information, and/or privileged information, and/or confidential information. The information contained herein is therefore only meant for consumption by the recipient mentioned and for the purpose as specified in the body of the e-mail. Should you receive this e-mail in error kindly inform the sender of such by responding to the sender via a response e-mail and thereafter please delete the original e-mail received as well as the response e-mail. The University of KwaZulu-Natal e-mail platform is meant for business purposes (of the University) only and the University therefore does not accept any liability whatsoever that may arise from instances where such platform is utilised for personal reasons. Any views or opinions expressed in this e-mail represent those of the author and may not necessarily be binding on the University. The author of the e-mail may also not bind the University in any manner that may be construed from the contents of the e-mail unless such sender has been granted the requisite authority to do so by the University.

Appendix I: Mini cohort meeting invitation

Invitation

Cohort meeting Post grad student: Via Zoom

Date: 02 June 2022

Time: 12am 14pm

Present

Ms Brishani juggath,
Ms Nonkululeko Mthembu
Ms Taskeen Cassim,
Mr Nkanyiso Mpanza
Mr Timelehin Ohunga
Mis Noxolo Sibiya

Agenda

Welcome: Dr M Mtshali

Presenters

Speaker: Ezeagba Obum: Commerce Education Student experiences of learning using virtual collage- Mock Session : Masters' review of proposal

Mr Magwanyana Thandokuhle -Phd – presentation of chapter seven discussion

Comments

Supervisors

Dr J.R Ramdhani
Dr M Mtshali

UKZN email disclaimer:

The contents of this e-mail may contain personal information, and/or privileged information, and/or confidential information. The information contained herein is therefore only meant for consumption by the recipient mentioned and for the purpose as specified in the body of the e-mail. Should you receive this e-mail in error kindly inform the sender of such by responding to the sender via a response e-mail and thereafter please delete the original e-mail received as well as the response e-mail. The University of KwaZulu-Natal e-mail platform is meant for business purposes (of the University) only and the University therefore does not accept any liability whatsoever that may arise from instances where such platform is utilised for personal reasons. Any views or opinions expressed in this e-mail represent those of the author and may not necessarily be binding on the University. The author of the e-mail may also not bind the University in any manner that may be construed from the contents of the e-mail unless such sender has been granted the requisite authority to do so by the University.

Appendix J: Turnitin originality report

Magwanyana Thandokuhle Dissertation PhD			
ORIGINALITY REPORT			
3%	2%	0%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS
PRIMARY SOURCES			
1	Submitted to University of KwaZulu-Natal Student Paper		1 %
2	researchspace.ukzn.ac.za Internet Source		1 %
3	Submitted to Midlands State University Student Paper		<1 %
4	Submitted to CTI Education Group Student Paper		<1 %
5	en.wikipedia.org Internet Source		<1 %
6	vital.seals.ac.za:8080 Internet Source		<1 %
7	www.dailymaverick.co.za Internet Source		<1 %
8	Submitted to Intercollege Student Paper		<1 %
9	www.slideshare.net Internet Source		<1 %