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With the coming of the Fourth Industrial Revolution, it seems that populations, companies, and academia across the globe will be profoundly affected by what is poised to be the most powerful and far-reaching transformation of society, business, and education mankind has ever seen (Schwab, 2016). Accordingly, as digitalization and English for Business Communication seem poised to play a major part in this revolution, there have been questions raised about the concepts of Business English and English for Business Purposes (EBP) and the way in which Business English courses have been taught to date (Kankaanranta & Louhiala-Salminen, 2013). In order for Business English courses to keep pace with this transformation and create more opportunities for learners to be exposed to the complexities of the real world of discourse, this theoretical paper discusses the future of international business and the ramifications of the Fourth Industrial Revolution on Business English classes by re-examining the theories and practices of Business English and proposing a model for Business English courses based on three pillars that stand upon a foundational core of English competency, such as "Basic Global English" or "Globish." The pillars are 1) EBP, 2) Computer-mediated Communication (CMC), and 3) English as a Business Lingua Franca (BELF).

INTRODUCTION

Ever since the German government unveiled their Industry 4.0 high tech strategy for the future at the Hannover Industrial Fair in 2012, media has been abuzz about the technological makeover that is proposed to take place. In the coming years, many parts of the world will experience a transition to the Fourth Industrial Revolution. The transformations that this most recent Industrial Revolution seems on the verge of bringing about will introduce all manner of changes to the way societies and businesses operate. But what does this mean for teachers of Business English? How best can these educators prepare their students for a truly global business world? It is with these thoughts in mind that this paper investigates what the Fourth Industrial Revolution could mean to the students and teachers of Business English courses.

Accordingly, this paper will begin with a brief overview of the first through third industrial revolutions, before examining what experts are predicting about the

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Fourth Industrial Revolution. Discussions about the Fourth Industrial Revolution will include an overview of what are predicted to be some of the biggest changes to business practices since the introduction of computer technology. These discussions will be followed by an in depth look at how changes in business practices have affected past and present Business English courses, as well as how the coming revolution will influence future offerings.

BACKGROUND

Although the Industrial Revolution is often considered as a single event that took place in the late 18th century, it can be better understood as four ongoing sequential paradigm shifts, or four separate industrial revolutions, each one building upon the innovations of the previous revolution and leading to more advanced forms of manufacturing. Today's technological advances like Artificial Intelligence, Three-Dimensional Printing and the Internet of Things (IoT), would not be a reality if the current global manufacturing landscape did not transpire from successive waves of innovation, economic development and geographical accumulation that took place over the past few hundred years.

Prelude to the Fourth Industrial Revolution

The First Industrial Revolution began in Britain in the late 18th century, where for the first time, animal or human labor could be substituted by mechanical labor. Specifically, tasks previously done laboriously by hand in hundreds of weavers' cottages were brought together to a single cotton mill. With the mechanization of the textile factory came an era of new forms of manufacturing activities and the creation of industrial cities.

The Second Industrial Revolution came in the late 19th and early 20th century, when Henry Ford mastered the moving assembly line and ushered in the age of mass production. This further incited a level of specialization and interdependence in manufacturing, which mainly took form in industrial regions (or manufacturing belts). Incidentally, after Henry Ford introduced the first moving assembly line for cars, within 18 months it took only 1.5 man-hours to build a Model T. Also, interesting to note is that the Second Industrial Revolution has yet to be fully experienced by 17% of the world as nearly 1.3 billion people still lack access to electricity (International Energy Agency, 2011).

The computer or digital revolution represents the Third Industrial Revolution. Beginning in the 1960s, it was catalyzed by the development of semiconductors, mainframe computing, personal computing, and the Internet. Of note, more than half of the world's population, four billion people, still does not have Internet access (Schwab, 2016). The Third Industrial Revolution benefited from the ongoing automation of several manufacturing processes, while at the same time globalization enabled a minimization of input costs, particularly related to labor, and thus began the birth of a new manufacturing landscape. When comparing Detroit in 1990 and Silicon Valley in 2014, the three biggest companies in Detroit had a combined market capitalization of $36 billion, revenues of $250 billion, and 1.2 million employees, while the three biggest companies in Silicon Valley had a market capitalization of $1.09 trillion, revenues of $247 billion, but with about ten times
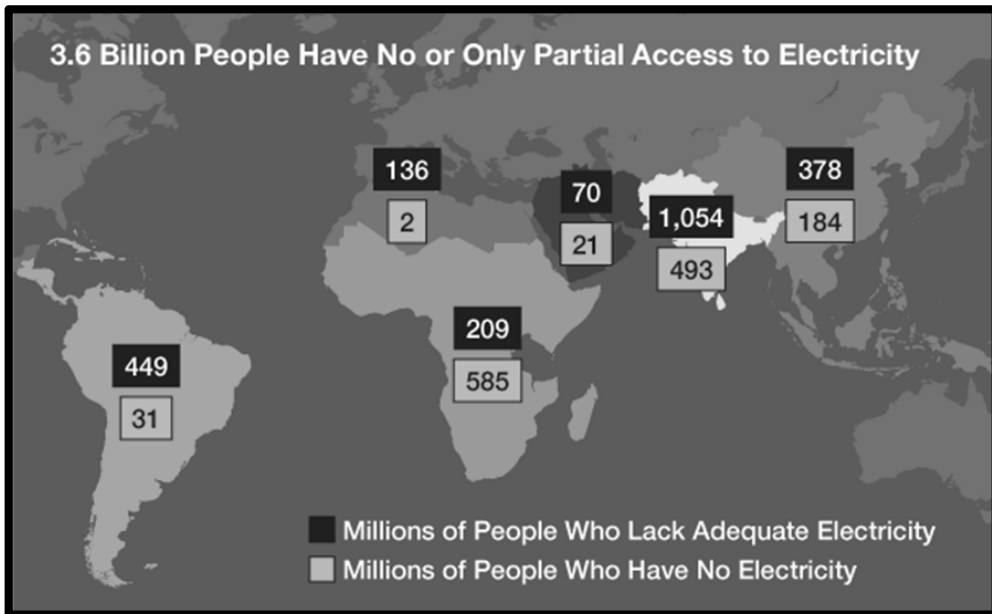
fewer employees (Schwab, 2016).

3.6 Billion People Have No or Only Partial Access to Electricity

136
2

70
21

1,054
493

378
184

209
585

449
31

■ Millions of People Who Lack Adequate Electricity
■ Millions of People Who Have No Electricity

Figure 1. The number of people who have no or only partial access to electricity (International Energy Agency, 2011).

THE FOURTH INDUSTRIAL REVOLUTION

The Fourth Industrial Revolution is unfolding now and is being built upon the achievements of the computer revolution. It will be based on robotization, but will also be characterized by a much more ubiquitous and mobile Internet; by smaller, less expensive and more powerful sensors, and by Artificial Intelligence and machine learning. Klaus Schwab (2016), the Founder and Executive Chairman of the World Economic Forum, declares that the Fourth Industrial Revolution will revolutionize the organization of global value chains through the development of smart factories (see Figure 2). These factories will lead to a world in which virtual and physical systems of manufacturing globally cooperate with each other in a flexible way to enable the absolute customization of products and the creation of new operating models, (Schwab, 2016). This means new skills will be required of the men and women that want to compete in this new landscape.

Teachers of Business English classes need to realize that in order for their students to succeed in this new era of global trade, both students and teachers will need to understand the coming trends. Three main areas that businesses will need to focus on seem to dominate these trends: (1) *fast* products; (2) platformization and international e-commerce; and (3) sustainable business practices. An example of the first trend is currently being witnessed in the textile industry. Consumers today want *fast* products. In clothing retail, for example, the battle of supply chains is

happening due to the fast-fashion business model. Products are going from concept to shelf faster than ever before and at lower prices because production has moved closer to markets and shops, which means that companies can avoid the risks associated with keeping large inventories of a design that they believe will be popular (Wyman, 2015). In Figure 3, a comparison of prices between retailers for a men's polo shirt in black are presented. As shown, the *fast-fashion* retailers have undercut their competition by 50% and 200%. In fact, Zara manufactures, distributes, and retails clothes within two weeks of the original design appearing on catwalks (Wyman, 2015). It seems only a matter of time before this business model becomes commonplace to other non-fashion sectors.
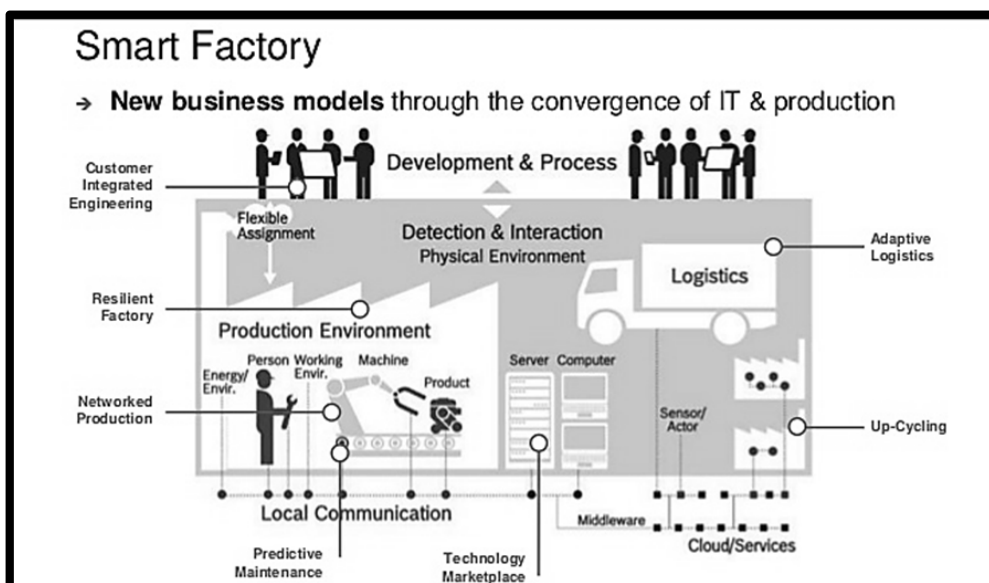

Figure 2. A new business model based on the smart factory (German Research Union for Economy and Science, 2012).

A final word about *fast* products. In the past, manufacturing was centralized for better manageability and quality control, but thanks to information technology, the Internet of Things, Big Data, and Cloud Computing, there is a lot more control over value and supply chains. Companies that want to compete in the Fourth Industrial Revolution will want their business model to copy the speed of the *fast-fashion* business model, which means that distribution channels will need to be redesigned and factories will need to be located closer to markets.

The second key to the Fourth Industrial Revolution comes from platformization and international e-commerce. According to Wolfgang Lehmacher (2016), Head of Supply Chain and Transport Industries, World Economic Forum, companies and organizations around the world today benefit greatly from cloud-based services. This is not surprising since apart from the convenience they provide, they are also less expensive and do not involve software installation. Furthermore, the development of a common infrastructure or platform to build applications on

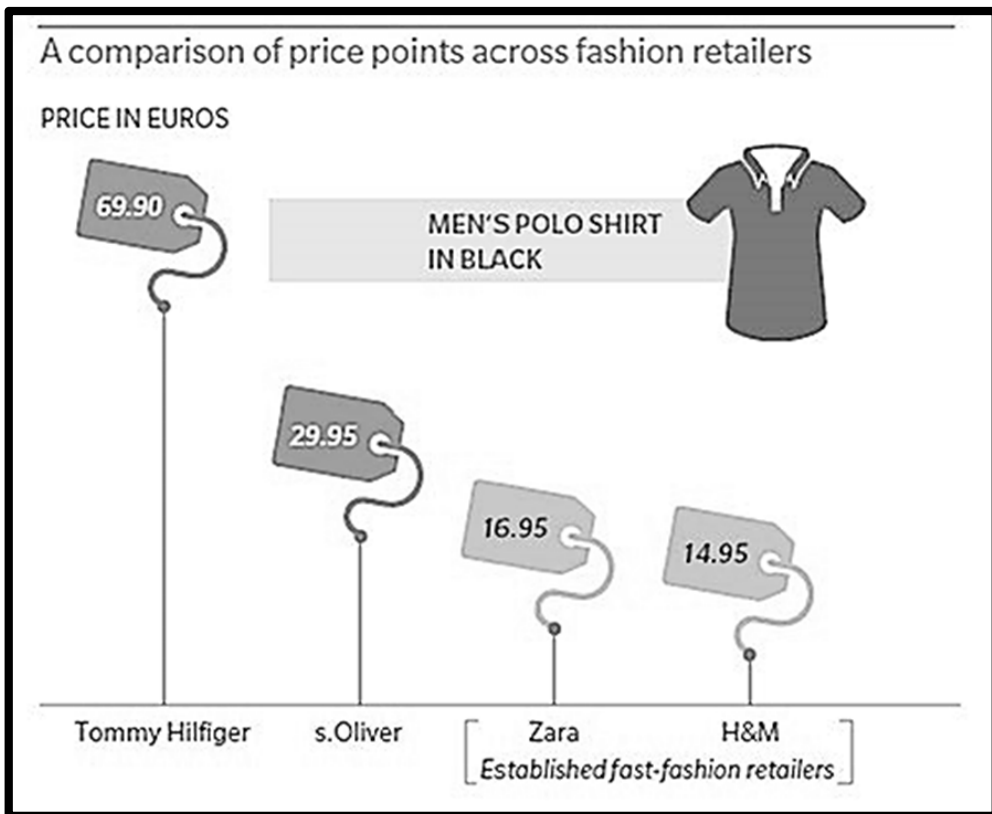has helped create uniformity among software developers.

Figure 3. A comparison of prices between retailers for a men's polo shirt (Wyman, 2015).

With the advent of Web 2.0, Software as a Service, Platform as a Service, and Infrastructure as a Service companies have entered an era of platformization, which allows for a more inclusive economy. Gone are the days of in-house tech departments and downed computer systems, as well as lengthy software installs and software incompatibility. More importantly, with this improved compatibility between companies and technology, margins will be greater because of direct to customer sales. This will also help companies avoid the kind of corruption that has sometimes been linked to dealings with intermediaries in some countries (Nakatani & Smithers, 2015). As Figure 4 below shows, cloud computing will become integrated into all aspects of business.

Multi-national companies that capitalize on platformization will not be the only winners in the Fourth Industrial Revolution. Consumers will also benefit. They will have more options to choose from at cheaper prices. In addition, small-to-medium-sized companies will now be able to sell their products around the world directly to customers thanks to global e-commerce platforms like eBay, Rakuten, and Alibaba, which should lead to a trend toward job creation in small-to-medium-
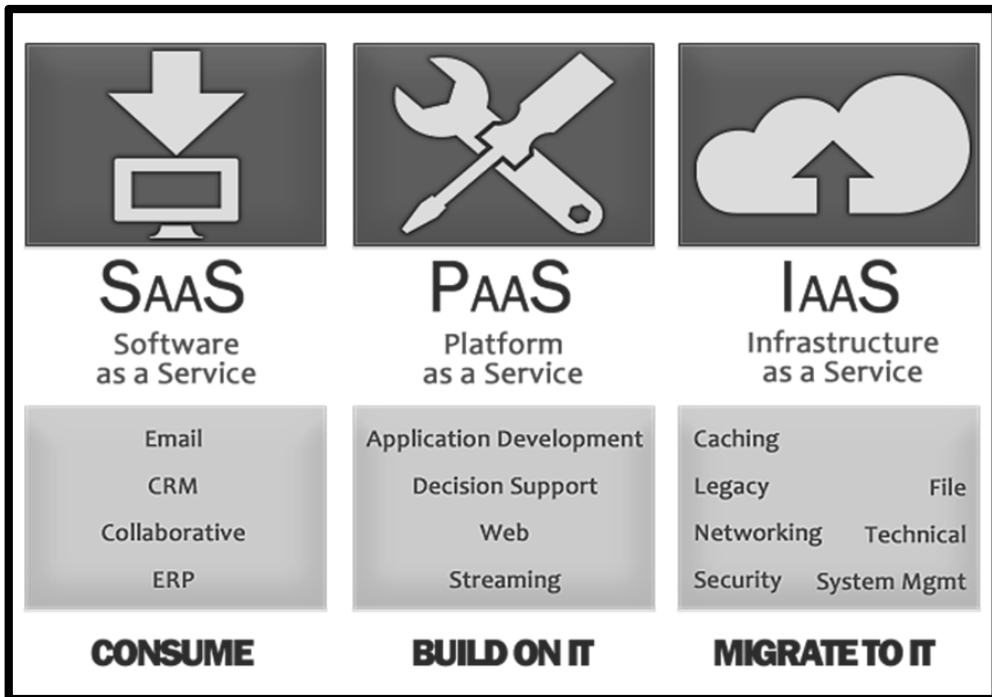
sized companies.

Figure 4. The three main categories of cloud computing (The CloudPlus, 2013).

The need to engage in sustainable business practices becomes very apparent as natural resources are depleted and societies work to reduce global carbon footprints. In fact, demands on government and business to become less carbon intense are another reason for a change in today's business model. As businesses move their factories closer to markets in favor of localization and regionalization, a shortening of supply chains in many cases will save energy and emissions. Of course, simply reducing energy and cutting emissions by shorting the supply chain is not going to be enough to promote sustainability and help governments and industry reach carbon reduction targets. Companies will need to gain greater control over their products. Fortunately for businesses, information technology and the Internet of Things allow companies to engage in asset tracking. Asset tracking helps to optimize delivery routes and in the near future will allow companies to recycle, reuse, and remanufacture products at the end of their life cycles (Rodrigue, Comtois, & Slack, 2013). According to Ellen MacArthur (2015) of the Ellen MacArthur Foundation, globally, $390 billion dollars' worth of consumer electronics and household appliances reach the end of their lifecycles every year, and of that total, there is roughly $52 billion worth of resources that are reusable, recyclable and re-manufacturable when waste management is assisted by technology (see Figure 5).
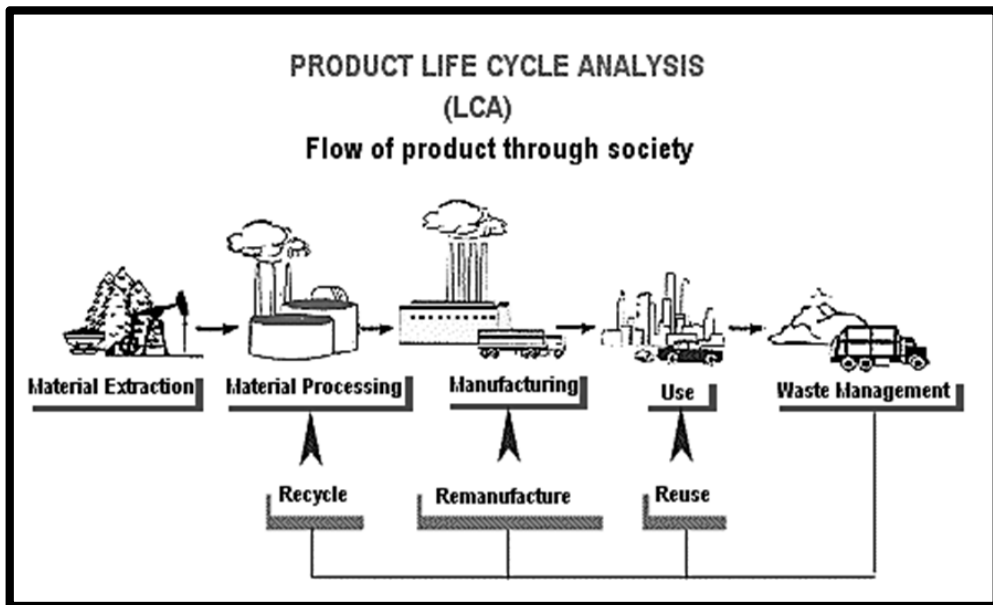
Figure 5. The stages in a product's life cycle (Carnegie Mellon, 2003).

In sum, in the Fourth Industrial Revolution, digitization seems to be the key enabler. The power of information technology, the Internet of Things (the Internet and everything that connects to it), big data (the storage and analysis of large and/or complex data sets that are used by businesses to strategically guide operations) and the Cloud (Internet-based computing) provide a new level of collaboration and empowerment throughout the value and supply chain. Digitalization opens up new opportunities for businesses large and small, and it will bring about a new dawn for product design, management, manufacturing, retail, and sustainability (Vanyushyn, 2008). According to Schwab (2016) this revolution

> …will affect and be influenced by all countries, economies, sectors and people. It is, therefore, critical that we invest attention and energy in multistakeholder cooperation across academic, social, political, national and industry boundaries. These interactions and collaborations are needed to create positive, common, and hope-filled narratives, enabling individuals and groups from all parts of the world to participate in, and benefit from, the ongoing transformations. (p. 4)

For educators of Business English courses, the Fourth Industrial Revolution requisites a reevaluation of core material and practices if our learners are to fully participate in and benefit from the coming revolution. Creating Business English courses that empower learners with abilities to succeed in this new environment requires a rethink of the Business English paradigm. Congruent with these thoughts, Bhatia and Bremner (2012) stress

…the urgent need to revisit and review not only the concept of Business English and the context in which it is learnt and taught today, but also the framework within which it has been conceptualized, developed, taught and learnt, and, ultimately, assessed and evaluated. (p. 410)

BUSINESS ENGLISH

Business English courses, as defined in the literature, have typically been viewed as a branch of English for Specific Purposes (Pickett, 1989). Hence, they are an approach to language teaching that seeks to address the needs of learners, and assume a basic knowledge of the language system. Further, Business English contrasts with everyday English in that it conveys the semantic content of the business world (Zhang, 2007). Also, the interpersonal relations of the business world are very complicated. They involve business to consumer relationships, business to business relationships and intercompany relations (Ellis & Johnson, 2002). In addition, Business English considers the intercultural aspect of communication (Bhatia & Bremner, 2012), and it must not be overlooked that Business English incorporates multiple semiotic resources (Zhang, 2007), such as verbal, visual, and audio resources. Lastly, Business English has always embraced technology and the role it plays in business communication regardless of modality (Taylor, 2005).

With a basic understanding of how Business English has been defined in the literature, Figure 6 outlines a vision and framework for the future of Business English courses. As Figure 6 shows, the base of this framework consists of a foundational knowledge of "Basic Global English" or "Globlish." The pillars of this structure are English for Business Purposes, Computer- mediated Communication, and English as a Business Lingua Franca. English for Business Purposes is mostly concerned with specialist terms and discourses for professionals, Computer-mediated Communication facilitates a means to learn how technology affects English language communication, and finally, English as a Business Lingua Franca encapsulates English communication across subfields and regions. The inclusion of each of these pillars allows educators a broad inclusive scope to incorporate the necessary Business English communication practices into their language classes. The specific role that each of these pillars plays in preparing Business English learners for the coming revolution are discussed in more detail below.

The first pillar: English for Business Purposes

In the literature, English for Business Purposes is a branch of English for Specific Purposes and as such, possibly dates back to the Greek and Roman Empires (Dudley-Evans & St. John, 1998). However, it was not widely recognized as an approach to teaching English until the 1950s and 60s (Howatt, 1984). EBP became an independent area of study in the late 80s and early 90s, primarily due to the globalization of trade and commerce (Bhatia & Bremner, 2012). Irrespective of dates, the two branches share a common framework. They both are designed for specific disciplines, which means the content is geared toward specialists. Courses are typically either taught at tertiary institutions or on the job. The basic assumption

for these courses is that learners have a basic knowledge of English, while lessons focus on the language, skills, discourse, and genres applicable to the target discipline.

English for Business Communication (EBC)

Figure 6. Model of required competencies for Business English courses.

Similar to EBP, there are now numerous other disciplines that have grown out of English for Specific Purposes which have their own unique language and discourse. Some such disciplines are:

- English for Engineering Purposes
- English for Agrology Purposes
- English for Accountants
- English for Internet Technology
- English for Medical Professionals
- English for Tourism

EBP encompasses quite a varied field of study. Some features are common across all sub-fields, while others have specific features of genre required for sub-fields. The interdisciplinary nature of a Bachelor or Masters of Business Administration for students whose first language (L1) is not English can pose problems in regards to context and content, however, these problems are specific to EBP. As language learners improve their language ability, they have a natural desire to focus on more specialized language, and so there is a gradual narrowing of focus in most English language courses.

Dudley-Evans and St. John (1998) proposed the following continuum for English Language Teaching (see Figure 7) to demonstrate the fluid nature of various types of English language teaching and the degree of overlap that occurs between General English courses and common-core EBP topics. In this continuum, English Language Teaching courses begin on the left at position one with General English courses for beginners, and progressively become more advanced and specialized as learners move along the continuum to the right. As shown in Figure 7, positions two and three have much in common, and it is only in the overall context of a program that decisions can be made about how a given course is classified. For example, an advanced course on listening that is
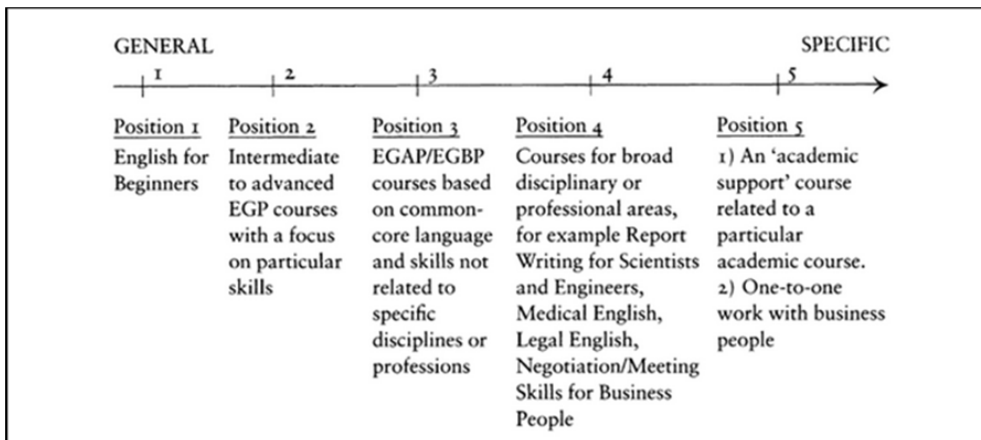
GENERAL				SPECIFIC
1	2	3	4	5
Position 1	Position 2	Position 3	Position 4	Position 5
English for Beginners	Intermediate to advanced EGP courses with a focus on particular skills	EGAP/EGBP courses based on common-core language and skills not related to specific disciplines or professions	Courses for broad disciplinary or professional areas, for example Report Writing for Scientists and Engineers, Medical English, Legal English, Negotiation/Meeting Skills for Business People	1) An 'academic support' course related to a particular academic course. 2) One-to-one work with business people

Figure 7. Continuum of English Language Teaching course types (Dudley-Evans & St. John, 1998, p. 9)

open to freshmen from any discipline will be seen as General English because the class is part of a broad educational process. However, a similar course for English as a Second or Foreign Language (SFL) Commerce students about to go on a business internship program overseas will be seen as EBP because the course will have specific objectives related to overseas business. In position four, the content is very specific in terms of the skills taught, but the group does not necessarily have to be homogeneous. In this position, there may be individuals (i.e., engineers) who need skills such as report writing, while there may also be individuals who need to learn the discourse of business meetings. At this position, careful consideration will need to be given to what skills and contexts will be focused on. Finally, in position five, this is where content is highly specialized and is presented to a homogeneous group with similar needs or one-on-one approaches. Bhatia and Bremner (2012) suggest:

> EBP needs to develop a discourse- and genre-based cross-disciplinary approach, taking into account the dynamic aspects of disciplinary tensions, to create appropriate conditions for meeting the interdisciplinary discourse-based demands placed on new students in the academy and to meet the needs of the business community for multidisciplinary communicative expertise. (p. 419)

To prepare an EBP component for Business English courses that considers the Fourth Industrial Revolution, a good place to start is by expanding sector specific vocabulary related to marketing, business management, ethics and business, interviews, negotiation, giving instructions, meetings and discussions, presentations, performance reviews, and socializing. It should be noted that telephoning and corresponding have been left out of this list because of their connection to the medium of communication. Accordingly, they will be examined as a facet of computer-mediated discourse, below. The implications of this diverse list are that EBP courses need to place sector specific vocabulary in context. This is best achieved by using business cases from different genre and real-life business practices (cf. Bhatia & Bremner, 2012; Koriche, 2015; Zhang, 2007). Furthermore, genres should be graded according to generality and specificity of the subject knowledge (Dudley-Evans & St. John, 1998; Zhang, 2007). That is, to select the appropriate genre and corresponding discourse that best fits the students and the course, a needs analysis will need to be conducted.

The second pillar: Computer-mediated Communication

In 1984, Naomi Baron extended the notion of register to computer-based communication and reflected on the possible impact of this new register on traditional spoken and written genres (Collot & Belmore, 1996). Herring (1996, p. 3) ascribes the following definition to Computer-mediated Communication:

It is typed, and hence like writing, but exchanges are often rapid and informal, and hence more like spoken conversation.… CMC is not homogeneous, but like any communicative modality, manifests itself in different styles and genres, some determined by the available technologies (e.g., real-time chat modes, as opposed to asynchronous e-mail), others by human factors such as communicative purpose and group membership.

Furthermore, it should be noted that, electronic language has unique situational features and a distinctive set of linguistic features (Collot & Belmore, 1996). David Crystal (2001) used the word "netspeak" to draw attention to the unique abbreviations, *emoji,* and nonstandard spellings that characterize some of the language that is used in online communication. He also declares that the uniqueness of CMC necessitates that it be considered a new kind of communication, "a third medium" of communication. Figure 8 depicts how CMC is influenced by medium (technology), situation, and social factors.

Figure 8. A depiction of CMC discourse being influenced by medium and situation.

The social factors that affect CMC are similar to those of face-to-face exchanges, and as such, merit similar considerations when designing a Business

English course. Social factors of CMC are determined by: (1) participants (i.e., how many, rate of turn taking, domain, backgrounds, attitudes, etc.); (2) relationships; (3) communication purpose (similar to Hymes' 1974 "genres"); (4) subject of communication; and (5) the kind of language used to communicate (i.e., EBP, BELF, EAP, etc.).

The technological features of CMC are determined by messaging protocols, servers and clients, hardware, software/apps (i.e., PowerPoint, Windows, Gmail, etc.) and user interfaces (i.e., keyboard, voice-to-speech, etc.). According to Herring (2007), the following ten factors condition CMC:

1. Synchronicity
2. Message transmission
3. Persistence of transcript
4. Size of message buffer
5. Channels of communication

6. Anonymous messaging
7. Private messaging
8. Filtering
9. Quoting
10. Message format

Each of these factors will exert influence in the classroom to varying degrees, and the weight that teachers place on each of the factors will depend not only on the strengths and weaknesses of incoming students, but also on the transferability of CMC skills in the first language (L1) to the second or foreign language. Further, because students' L1 CMC skills are continually changing year by year, teachers will need to conduct some kind of a needs assessment at the beginning of a course to determine the weight that should be placed on each factor and how to work a CMC component, like synchronicity, into a syllabus. This is because, for example, when CMC is asynchronous (i.e., email) rather than synchronous (i.e., real-time chat) there are different skill sets required to communicate effectively. To help stress the importance of such considerations, Herring (2007, p. 14) declares: "Synchronicity is a robust predictor of structural complexity, as well as many pragmatic and interactional behaviors in computer-mediated discourse."

In sum, the relationship between technology and social factors affects CMC discourse in very complex ways and requires much deliberation before being taught. To not include this as a major component of any Business English course is a mistake because company efficiency is deeply rooted in effective communication. Likewise, company communication strongly affects levels of company efficiency in the global market. Conversely, company communication can be ineffective when modern technology is not properly used. Pikhart (2014) stresses that a substantial proportion of important information transfer in multinational corporations is lost because of inappropriate use of modern communication technologies, such as the Internet of Things, email, presentation software, videoconferencing, etc.

The third pillar: English as a Business Lingua Franca

English as a Business Lingua Franca (often abbreviated as BELF) is a

"simplified, hybridized, and highly dynamic communication code," whereby "clarity and accuracy of content" are viewed as essential to good communication (Kankaanranta & Planken, 2010, p. 380). BEFL is the tool that business people who speak English as a SFL use to facilitate international business communication; proficiency in BELF requires an ability to negotiate with speakers of different varieties of English in other outer-and-expanding-circle communities (Caragarajah, 2006).

In regards to pedagogical considerations for BELF instruction in Business English courses, it is important to point out that native-like fluency (i.e. grammatical competence) is not a criterion that determines success (Nickerson & Planken, 2016). Instead, it is clarity and accuracy that are more important (Kankaanranta & Planken, 2010), along with pragmatic competence and genre knowledge (Kankaanranta & Louhiala-Salminen, 2013). For teachers, this means that there is a need to focus on constituent rules of English rather than rhetorical native speaker conventions (Seidlhofer, 2004), which begs the question of whether a common standard based on NS models is needed for all contexts of BELF use (Quirk, 1985). To this, Kachuru (1985) suggested re-examining traditional notions of standardization and native speaker models as they relate to outer circle users and accept a variety of norms based on the manner in which English is used. Further to this, Widdowson (1994, p. 385) stressed that "unifying norms or a common standard be created so that BELF can enable effective communication," which will help its users achieve mutual intelligibility.

Understanding each other is of primary importance and the authors' fears are best voiced by Kameda (2013) who fears that grammatical, lexical, and phonological changes to BELF may lead to varieties of BELF that are unintelligible to each other and suggests that the standardization of a universal BELF can only happen if regionally-based BELFs have been first established and standardized, and that these regional BELFs need to be established upon the foundation of a core English, like Globish and an additional 500 frequently used business words. Unfortunately, apart from teaching students constituent rules of English, competency in a particular kind of BELF, be it universal or regional, can only truly be addressed through on-the-job or corporate training programs. The proposed model for English for Business Communication, based on a foundational knowledge of Globish and framed by EBP, CMC, and BELF, necessitates that the following considerations be given to enabling individuals to be productive in the Fourth Industrial Revolution:

1. Syllabi designs should be based on the needs of a specific target group of learners, keeping in mind time constraints, teaching experience, and target genre and discourse.
2. Learning materials must be theoretically informed and authentic.
3. Teaching pedagogy should allow students to learn with technology, as

discussed above. Furthermore, teachers should strive to teach intelligibility rather than correctness, help students develop interaction strategies that promote friendly relations, and foster textual competence for reading and writing skills.

The foundation: a basic vocabulary

For the first time in history, the English language has reached global dimensions, and, as a consequence, it is being shaped in its international uses. This process has been accelerated by the expansion of information technologies and the Internet of Things, and, as a result, the destandardization of English is continuously being seen. The global spread of English, its causes, and its consequences have long been a focus of critical discussion. In fact, the literature on English as a lingua franca (ELF) or "World Englishes" has a rather checkered past, as many attempts have been made to propose a framework or standard to guide the development of English as lingua franca. As early as 1930s, Ogden (1934) introduced BASIC English. In the 1970s, Stein (1979) proposed Nuclear English. The 1980s saw the introduction of "Threshold Level English" (van Ek, 1980). The turn of the 21st century saw the intrdoction of "Globish" and "Basic Global English" (Nerrière, 2004; Grzega, 2006).

ELF can be expected to undergo the same processes that affect other natural languages as it moves toward regularization. What needs to be remembered here is that, proficiency in the language code, be it the core Globlish vocabulary of 1500 words or the Basic Global English vocabulary of 750 words, only accounts for partial success or failure in communication. Equally important is a more general communicative ability, such as sensitivity to the limits of shared systemic and schematic knowledge, as well as accommodation skills. One final point that bears mentioning here is that so far, the written forms of English as a lingua franca have conformed to the norms of standard grammar. But it remains to be seen whether or not these written modes continue as they have or evolve to take on the distinctive features that are evident in spoken ELF.

Because a lingua franca like Globish is distinctly different from English as a native language, Globish will need to be learnt by native speakers as well as non-native speakers. Also, the authors believe that students need to be introduced to as many varieties of world Englishes as possible so that they can become accustomed to different pronunciations (i.e., Chinese English pronunciation, German English pronunciation, Indian English pronunciations, etc.). This approach to avoiding the kind of communication breakdown that occurs over phonetic differences between interlocutors is superior to standardizing English pronunciation, especially considering that the majority of EFL and ESL teachers are non-native English speakers. Besides, how do we decide which pronunciation to teach? Furthermore, grammatical variation among speakers should be tolerated, provided that meaning-making is possible because analyses of communication between non-native English speakers reveals that non-standard or non-native grammatical variations do not so

often result in communication breakdown. Finally, as vocabulary is one of the most vital points in communication, a standardized *basic vocabulary* is essential to facilitating good communication. A good place to start is either the 750 basic English words proposed by Grzega (2006) or the GLOBLISH 1500 basic words. Before moving on to a discussion of BELF, we need to say a word about cultural schemas—they need to be taught. But we believe that this is taught as a component of EBP, CMC and BELF.

CONCLUSION

In conclusion, language competence is a prerequisite for Business English communication. The Fourth Industrial Revolution brings both new opportunities and challenges when communicating knowledge. English as a SFL learners' ability to excel at business is linked to their ability to communicate information precisely and effectively. The unprecedented changes in technology discussed above can be used as a tool to help them become more efficient communicators. However, this is predicated on competency in: (1) a core vocabulary like "Globish"; (2) English for Business Purposes content that has been tailored to meet the needs of students' respective disciplines; (3) Computer-mediated Communication that is adapted to the requirements and foreknowledge of students; and (4) competency in English as a Business Lingua Franca. Consequently, educators in higher education who teach Business English will need to be continually revising syllabi to keep pace with business if they truly wish to see their students equipped to be successful business persons in the coming Fourth Industrial Revolution. Fortunately for them, a framework like the one outlined in this paper can be a guiding post to good communication, "good communication [that] creates good relationships, high morale, increased productivity and profit" (Mead, 1990, p.3). This is what greases the wheels of progress.

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