The concern of this collection has been to address the many challenges facing language teachers who work with ELF, a global language, at a local level. This concluding chapter will review the main issues raised and solutions proposed in the collection in relation to pedagogy and ELF; the final section will look ahead to possible future developments in these areas.

Interest in the relationship between teaching and ELF is a relatively recent phenomenon, since early ELF research was reluctant to stray into pedagogical areas, claiming that it was up to ELT practitioners rather than researchers to decide the relevance of ELF to their own teaching context (Jenkins 2012: 492). However, ELF’s status as ‘a globalised phenomenon that is continuously being localised during its countless interactions’ (Jenkins, Cogo and Dewey 2011: 304) provides both a description and a perspective on English that is now widely recognised and debated in relation to pedagogy. Since the first overview on the teaching of English as an international language by McKay (2002), book-length additions to the pedagogical ELF literature have been added, including edited collections by Sharifian (2009), Alsagoff et al. (2012), Matsuda (2012), Kirkpatrick and Sussex (2012), Marlina and Giri (2014) and Bayyurt and Akcan (2014). On top of this, the proceedings of recent ELF conferences (Bayyurt and Akcan 2013a, 2013b; Lopriore and Grazzi, forthcoming) include a number of papers dedicated to pedagogy. This increase is not only an indicator of a burgeoning interest in the teaching of ELF but also highlights the pedagogical areas that recent ELF research has led applied linguists to address.

Pragmatics, intelligibility and culture: pedagogical issues

ELF-oriented pedagogy has moved away from the traditional ELT focus on language components and skills and incorporates typical ELF concerns in the area of pragmatics, culture and intelligibility. This section will briefly explore the
main questions that the recent applied linguistics literature has raised in relation to these three areas before moving on to pedagogical applications.

**Pragmatics and pedagogy**

With regard to pragmatics, the hybridity and fluidity of ELF interaction highlighted by ELF research (Cogo, Chapter 1) makes it difficult to be too prescriptive in the areas of pragmatics teaching. McKay (2009) has argued for a context-sensitive approach to the teaching of ELF pragmatics in the classroom, pointing to three areas in which the teaching of pragmatics could concentrate: introducing and practising repair strategies, the use of conversational gambits and the development of negotiation strategies. Murray (2012) takes a similar line, calling for ‘a bespoke social grammar for each interaction according to the particular characteristics of their interlocutor and of the broader context in which that interaction takes place’ (p. 325). This would involve an explicit focus on those features of ELF pragmatics that have been shown to facilitate communication in ELF interaction. House (2013: 198–199) provides a list of speech act sequences and discourse features which in her view need to be introduced in class from a cross-cultural pragmatic perspective, while Murray provides a similar list, including the let-it-pass principle, code-switching, repetition, paraphrase, clarification, the use of certain discourse markers and self-repair. The question of how such complex packages of pragmatic input can be presented in the classroom in order to produce the accommodation skills on which ELF research sets a high premium is discussed below (see Awareness-raising in the classroom).

**Intelligibility and pedagogy**

Intelligibility is not only concerned with the decoding of sounds but is affected by listeners’ attitudes to accents and by what Seidlhofer (2011) calls the ‘willingness to understand’ (p. 36). It is also closely associated with the process of accommodation and the adjusting of speech in order to become intelligible. In this respect, as noted by Pickering (2006), ELF blurs the distinction between intelligibility and comprehensibility and this in turn affects the way the teaching of areas such as pronunciation, listening and speaking is viewed.

In terms of individual sounds, as Walker (2010) has stressed, an ELF orientation to pronunciation in the classroom means that teachers need to differentiate sound reception and production. According to traditional ELT models pronunciation teaching involves approximation to NS phonemes – students are required to listen to and produce the same English sounds. From an ELF perspective, the sounds that students hear are not necessarily the sounds they will produce. Teachers therefore need to be aware that a focus on intelligibility means being able to manage different sound features for reception and production.