The Use of English as a Lingua Franca in Islamic Boarding Schools:
Challenges for Language Policy and Education at Mambaus Sholihin Islamic Boarding School in Suci Gresik Indonesia

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Abstract

English as a Lingua Franca (ELF) plays a significant role in various educational settings, including Islamic boarding schools like Mambaus Sholihin in Indonesia. This research investigates the dynamics of ELF practices, challenges faced, and teaching methodologies within this unique context. The study employed a case study design, gathering data through descriptive qualitative methods. The population included all students and educators at Mambaus Sholihin Islamic Boarding School, with a sample size of 200 students and 10 teachers. Instruments used were semi-structured interviews, questionnaires, and participatory observation. Results indicate stringent language usage policies, including punitive measures for non-obedience. Challenges include the dominance of languages other than English, limited motivation among students, and traditional teaching methods such as drills. Moreover, the quality of English teaching materials and supervision during designated English usage times play the part of additional obstacles. The findings underscore the need for fitted approaches in teaching ELF, addressing motivational factors, enriching resource availability, and revising monitoring strategies. This research fills a critical gap in understanding language dynamics within Islamic boarding schools and offers actionable insights for educators and policymakers in language education.

Keywords: English, lingua franca, multilingualism, teaching challenges, teaching Methods, English camp

INTRODUCTION

English is a global lingua franca because it serves the international language, facilitating conversation among human beings from distinctive linguistic and cultural backgrounds. This repute has been identified in diverse fields, including worldwide commercial enterprise, scientific studies, and worldwide publishing. For instance, in global commercial enterprise contexts, English is extensively used as a lingua franca, permitting conversation and collaboration across numerous linguistic backgrounds (O'Neil, 2018). Further,

English has end up the lingua franca of medical studies, being the common language for scholarly verbal exchange and collaboration inside the global clinical network (Kamadjeu, 2019). Moreover, English has been set up because the lingua franca of international publishing, with a tremendous impact at the dissemination of understanding and facts on a global scale (O'Neil, 2018).

English has end up the Lingua Franca in several Indonesian campuses that offer worldwide magnificence applications, reflecting the worldwide trend of English as a Lingua Franca ELF (Santoso et al., 2023). ELF is a phenomenon where English is used as a common language of communique amongst audio system of different languages, and its miles increasingly more utilized in educational and expert contexts global (Santoso et al., 2023). Using ELF in Indonesian campuses has implications for language policy and training, as it demands situations of the traditional belief of English as a native speaker language and highlights the importance of intercultural communication and multilingualism (Dirham, 2022). Research have investigated the perceptions of English beginners and in provider teachers toward ELF in Indonesia, revealing tremendous changes in attitudes and beliefs in the direction of ELF categories which includes pronunciation, multilingualism, and lifestyle (Dirham, 2022). Consequently, the use of English as a Lingua Franca in Indonesian campuses displays the global trend of ELF and highlights the significance of intercultural communique and multilingualism in language coverage and education.

The use of English as a Lingua Franca (ELF) in global trendy schools (ISS) in Indonesia has end up a big phenomenon, pushed by educational rules and the demand for worldwide competitiveness. The Indonesian government has issued frameworks and hints to encourage pinnacle schools to upgrade their status to ISS, where English is the medium of teaching for all topics taught within the school room (Sahiruddin & Manipuspika, 2021). This has caused the proliferation of private colleges providing English as a medium of instruction, indicating a not unusual belief amongst parents and college directors of the need to offer college students with English as a medium of training (Sahiruddin & Manipuspika, 2021). Moreover, the demand for English mastery within the context of globalization has located English instructors as leaders in students' learning development, in addition emphasizing the significance of English as a Lingua Franca inside the Indonesian academic context (Rahayu, 2023). Consequently, the use of English as a Lingua Franca in ISS in Indonesia reflects the impact of instructional rules and the pursuit of world competitiveness, contributing to the significant adoption of English as a medium of education in Indonesia.

The implementation of English as a Lingua Franca (ELF) in several campuses and schools in Indonesia, especially those that require students to live in dormitories, is motivated via educational regulations and the pursuit of world competitiveness. The Indonesian government has issued frameworks and tips to inspire top schools to upgrade their status to international popular schools (ISS), wherein English is the medium of guidance for all subjects

taught within the study room (Sahiruddin & Manipuspika, 2021). This has brought about the proliferation of personal schools providing English as a medium of teaching, indicating a common notion among mothers and fathers and college administrators of the need to provide students with English as a medium of guidance (Sahiruddin & Manipuspika, 2021). Consequently, the widespread adoption of English a Lingua Franca in campuses and schools in Indonesia, which include those with dormitory requirements, reflects the effect of tutorial regulations and the pursuit of world competitiveness, positioning English as a particularly sought commodity within the country (Sahiruddin & Manipuspika, 2021).

Students sense afraid of having punished handiest whilst they may be being monitored by English supervisors. Study has highlighted that the implementation of English as a Lingua Franca has been undertaken without good enough making plans and education for each teacher and student, leading to ability challenges and implications, which includes the use of punitive measures for non-English use (Tang, 2020). Additionally, the object "Language training policy many of the association of Southeast Asian ..." argues that English, because the important position of English in ASEAN is as a lingua franca, ought to learn as a lingua franca, indicating the importance of English as a Lingua Franca in the ASEAN vicinity (Kirkpatrick, 2010). Consequently, the concern of punishment inside the context of monitoring by means of English supervisors could be an end result of the challenges and implications associated with the implementation of English as a Lingua Franca in instructional establishments.

Moreover, fear of punishment has been used as a tool for governing and controlling human beings, mainly in the context of crime policy (Kury & Kuhlmann, 2014). In the ASEAN region, using English as a Lingua Franca has implications for language policy and education, hard conventional notions of English as a native speaker language and highlighting the importance of intercultural verbal exchange and multilingualism (Jindapitak, 2018). Whereas there may be no direct proof to guide the announcement, it is far possible that using English by supervisors in Indonesian campuses could create anxiety and fear of punishment among students who are not gifted within the language.

The lack of English-language media can indeed pose challenges for college students in finding examples of extensive and exact English language getting to know. Worldwide college students, in particular the ones in Australia, heavily spend money on enhancing their English-language capabilities by using immersing themselves in English-language media productions, consisting of Hollywood films and tv programs, which they can easily get right of entry to online (Gomes, 2020). But, the use of English as a Lingua Franca in transnational higher education applications has been undertaken without good enough planning and guidance for each teacher and students, posing demanding situations for the effective implementation of English as a medium of preparation (Tang, 2020). While the available literature emphasizes the importance of English-language media in language

learning, the demanding situations in implementing English as a Lingua Franca in higher schooling institutions might also make contributions to the difficulty college students face in finding examples of intensive and good English language gaining knowledge.

The lack of motivation among students to learn English as a Lingua Franca can indeed make it tough for them to master the language. Studies have proven that motivation performs an essential function inside the achievement of learning the English language, in particular inside the context of English as an overseas Language (EFL) freshman (Al Othman & Shuqair, 2013). The look at "English as a Lingua Franca, motivation and identity in look at overseas" investigates the identity and motivation of language rookies inside the context of English as a Lingua Franca, highlighting the significance of motivation in language getting to know (Geoghegan & Pérez-Vidal, 2019). Moreover, studies on Chinese language saying English as foreign Language learners (EFL) have emphasized the importance of motivation in the study overseas context, in particular in environments where English is the dominant language (Yue et al., 2022). Consequently, the lack of motivation among students can indeed pose demanding situations in gaining knowledge of English as a Lingua Franca, emphasizing the want to cope with motivational elements in language getting to know.

The use of multilingualism in the school room has been determined to have each advantageous and poor impacts (Okal, 2014). Moreover, the excessive price of getting to know a new language and the issue of focusing on different subjects due to multilingualism had been cited as ability demanding situations (Calafato & Simmonds, 2023). Moreover, the dislocation among aspiration and reality in terms of language competence standards inside the college sector become diagnosed as a consequence of the effect of multilingualism (King, 2018). These challenges and effects advocate that the use of multilingualism in the study room may also have poor impacts, especially in terms of educational performance, fee, and language competence standards.

Many instructors do not educate the English as a lingua franca as it should be taught. To teach English as a Lingua Franca for 2nd language inexperienced persons, educators ought to recall the following: The want to adapt teaching methods to the needs of ELF communication is highlighted in a study (Noviana, 2020). The second one, the significance of encouraging beginners to be aware of and use non-preferred varieties of English is discussed in a paper (Sifakis et al., 2022). The third, the focal point on verbal exchange talents in place of strict adherence to local speaker norms is emphasized in a study (Chan, 2021). The fourth, the utilization of studies from influential journals within the field of ELF and language teaching is noted in a bibliometric evaluation (Soruç & Griffiths, 2023). Sooner or later, the implementation of study room interventions that boost awareness of ELF and its implications for actual-life verbal exchange is discussed in a paper (Marlina & Xu, 2018).

Generally, any other common difficulty faced is that students feel that

their mother tongue is greater well mannered. When the mother language is taken into consideration extra well mannered, using English as a Lingua Franca (ELF) in face-threatening acts (FTAs) can cause various outcomes. Audio system can be greater careful while the use of ELF to keep away from offending interlocutors who are greater gifted in their mother language (Beebe & Takahashi, 1989). Audio system may additionally adapt their FTAs to be more well-mannered or indirect in ELF, potentially main to more complicated conversation techniques (Konakahara, 2017). Speakers may interact in more face-saving techniques whilst the use of ELF, consisting of the usage of nonverbal cues or more express politeness markers to control FTAs (Konakahara, 2017). Finally, audio system may range their use of FTAs relying at the context, with more well-mannered FTAs getting used whilst the mom language is perceived as more polite (Beebe & Takahashi, 1989).

Generally, in English language teaching in Indonesia, many teachers of Islamic Boarding schools nevertheless use the drill technique. Using drill to train English as a Lingua Franca (ELF) has numerous obstacles. Research has shown that drills might not be vital and, in a few cases, may also even have a terrible effect on language mastering through inducing "non-learning"(Wong & VanPatten, 2003). Using drills may not be suitable for newcomers who want to increase their speaking skills, as drills may not provide sufficient opportunities for rookies to exercise speaking in context (Putri, 2022). Moreover, drills may not be communicative in nature, because of this that newcomers may not attend to meaning even supposing a person else is the one generating "language" (Wong & VanPatten, 2003).

It is feasible that there are nonetheless many English guidebooks in Indonesia where the manner they are based is not always pretty in line with English as a lingua franca. To write steering books on English as a Lingua Franca (ELF), the writer ought to do not forget present day research and nice practices. Write in a clear and handy style that is intelligible to a huge international readership, as in step with the instance set with the aid of the "Developments in English as a Lingua Franca" book collection (Kiczkowiak, 2019).

Monitoring in English camps is a first-rate factor in which many policymakers still face problems. A number of them may additionally use CCTV provided by audios to record voice however the use of CCTV raises privacy and moral concerns, mainly in instructional settings. Novices might also sense uncomfortable or surveilled, that could affect their language studying enjoy (Florida & Sayers, 1995). In place of CCTV, opportunity methods inclusive of trainer observation (Vidal & Geoghegan, 2019), or peer feedback (Kerr, 2017), and self-evaluation may be used to screen and aid newcomers in their language development (Ockey & Hirch, n.d.). Administering language proficiency assessments at the start and give up of the camp to assess college students' language improvement and their potential to apply English as a lingua franca can also be taken in attention (Hitotuzi, 2020).

This research explores how English is used as a lingua franca at

Mambaus Sholihin Islamic Boarding school in Indonesia. Unlike previous studies specializing in international colleges or universities, this study seems in particular at how English as lingua franca is utilized in an Islamic boarding school. The study aims to discover the demanding situations faced and methods used in teaching and mastering English at this Islamic Boarding School. By gathering insights from students and educators, it provides a deeper information of language dynamics in this precise context. This research also goals to find ways of teaching English as a Lingua Franca at Mambaus Sholihin Islamic Boarding School.

Ordinary, this study fills an opening in understanding language use in Islamic boarding schools and offers precious insights for educators and policymakers concerned in language schooling.

RESEARCH METHODS
Research design

In this study, the writer utilized a research design that involves an in-depth examination of a single instance or event, known as a case study. He collected data using descriptive qualitative methods, which allowed him to gather detailed and non-numeric information about the research topic. This approach enabled the writer to explore the complexities and nuances of the research subject, emphasizing the thorough and detailed nature of the data collection process. By using a case study research design and descriptive qualitative data, the researcher was able to gain a comprehensive understanding of the research topic, providing rich and detailed insights into the subject matter.

Population

The population in this study was all male and female students and all educators of Mambaus Sholihin Islamic Boarding School in Suci Manyar, Gresik, East Java, Indonesia. They were approximately 5.000 respondents. Meanwhile, the samples used in this study were 50 male and female students of UNKAFA, 50 male and female high school students, and 50 male and female junior high school students from Mambaus Solihin Islamic boarding school in Suci Manyar, Gresik, East Java were also included in the study. Finally, 10 teachers were also followed in the samples of the research.

Instruments

Semi-structured interview, Questionnaire by using unstructured questionnaire in form of open-ended questions and participatory observation were used here as the instruments. The validation of all instruments and the reliability used were triangulation of the sources and the methods

Procedures

The first, the researcher Conducted interviews, and administered questionnaires, and he observed the language environment at Mambaus Sholihin Islamic Boarding School. The second, the researcher collected data from male and female students across different levels of education. The third, the researcher analyzed qualitative data obtained from interviews, questionnaires, and observations. Then, the researcher identified themes,

patterns, and challenges related to the use of English as a lingua franca in the Islamic boarding school environment. Finally, the researcher drew conclusions based on the analyzed data and addressing the research objectives.

RESULTS
The use of English as one of the Lingua Franca

During the interviews, the researcher also learned that students are required to speak English everywhere in the Mambaus Sholihin Islamic Boarding School premises except in the classrooms. This is because teachers typically use various mixed languages such as Javanese, Indonesian, Arabic, and sometimes English. If students fail to speak English when required and are directly noticed by the language administrators, they are usually punished with push-up for male students or memorization of vocabulary. Repeat offenders may also have their hair shaved off. If the violation is detected by language supervisors, the punishment is according to the language administration policy, which could include writing essays, memorizing vocabulary, leading vocabulary drills at night, or, for male students, having their hair shaved off and meeting with senior language leaders or the boarding school council for serious violations.

It is important to note that those responsible for identifying students who do not speak English on time are the language administrators, teachers, and students assigned to monitor language violations. The latter are usually called spy.

The form of punishment for students who fail to speak English on time is adjusted according to the severity of the violation. Mild infractions may result in memorizing vocabulary, while more serious violations may require memorizing speeches or meeting with senior language leaders or the boarding school council for the most severe offenses.

Interestingly, besides English and Arabic being the mandatory official languages for students to use in this boarding school, there are two other languages that students are required to learn semi-officially. This is because teachers and lecturers often use Indonesian, sometimes mixed with Javanese, to deliver their lessons in class. Even in teaching classical Arabic books, teachers require students to provide interpretations in Javanese. This tradition of using Javanese to interpret Arabic books has been passed down for generations, although it is not written in the official rules of Mambaus Sholihin Islamic Boarding School. Thus, the researcher observed that there are four languages used in the teaching process at Mambaus Sholihin Islamic Boarding School: English, Arabic, Indonesian, and Javanese.

Problems in the use of English as a Lingua Franca

In the interviews conducted by the researcher with the teachers and administrators responsible for English language usage at Mambaus Sholihin Islamic Boarding School, it was found that: On average, one-quarter to half of the students violate the English language rule every day when English speaking is mandatory.

Additionally, in the interviews, the researcher also found issues regarding rewards for students who consistently speak English and never violate the English-speaking rule. English teachers and administrators stated that there are no rewards yet for boys' Islamic Boarding School, and for the girls' Islamic Boarding School, the reward is being awarded as "Miss Language."

As for whether students are deterred from violating the English language rule, English teachers and administrators responded that some students are deterred from repeating the violation, but not many. The next issue is whether students are motivated to learn and speak English more with the rewards given. It turns out only a small percentage of students are motivated to learn English because of the rewards.

In the questionnaire distributed specifically to students regarding the dominant language used at Mambaus Sholihin Islamic Boarding School, the majority answered that the most dominant languages used are Javanese, Indonesian, Arabic, and lastly, English.

At Mambaus Sholihin Islamic Boarding School, many students are not Javanese and cannot speak Javanese before living in this boarding school. Interestingly, without being specifically taught Javanese, they can speak Javanese fluently. This was discovered by the researcher from the answers in the questionnaire from Mambaus Sholihin students.

Furthermore, it turns out that many students consider polite Javanese (kromo inggil) as a polite language to communicate with senior teachers. Arabic follows next as it is almost taught every day in the classrooms when students study classical Arabic texts. However, English and Indonesian are not taught every day.

Strangely, in the questionnaire distributed by the researcher regarding which languages students feel proficient in, the majority of students answered Indonesian, Javanese, Arabic, and lastly, English.

Teaching English as a Lingua Franca

During observation, the researcher noticed that the majority of English teaching methods used at Mambaus Sholihin Islamic Boarding School are drill methods. This method is chosen because students have seen its success in past decades, and it continues to be applied today. The English language teachers in both school and campus settings at Mambaus Sholihin are generally proficient in their field. However, the instructors for morning English courses and supervisors of English language usage in the boarding school are typically individuals who are proficient in English but may not have much knowledge about language teaching methods.

Regarding English language guidebooks used in morning courses, teachers and language instructors mentioned in interviews that some of the book materials are too complex for the students' level, the guidebooks lack engagement, and there is a shortage of practice exercises.

The enforcement of English language usage at designated times still lacks supervision as students can freely interact without using the required language. This was observed during interviews with the students.

DISCUSSION
The punishment system

Research has highlighted that the implementation of English as a Lingua Franca has been undertaken without good enough making plans and practices for both academics and college students, leading to ability demanding situations and implications, consisting of the use of punitive measures for non-English use (Tang, 2020). This problem is likewise gift in the implementation of English as one of the reliable languages at Mambaus Sholihin Islamic boarding school. If this continues, it is going to likely hinder the students' ability to absolutely research English on the Islamic Boarding School. Using punitive measures for language learning may have destructive consequences on college students' motivation and language development. It is important for educational institutions to cautiously plan and prepare for the implementation of English as a Lingua Franca, contemplating the numerous linguistic backgrounds of college students and the potential challenges that can arise. Additionally, it is far vital to recollect alternative, extra positive strategies to language guidance and to offer good enough help for both students and instructors within the implementation of English as a Lingua Franca.

Studies on fear and punishment indicate that once supervisors use their power coercively, it could motive anxiety and reliance among their subordinates. This regularly ends in compliance out of worry of punishment. Moreover, worry of punishment has been applied as a way of governance and control, in particular inside the realm of crime coverage (Kury & Kuhlmann, 2014). Teaching English on this way, as located in Mambaus Sholihin Islamic Boarding School, actually calls for short and appropriate solutions. The use of worry and punishment in the context of teaching English, as observed in Mambaus Sholihin Islamic Boarding School, raises issues approximately its capacity effect on students' studying and properly-being. Even as some studies have cautioned that worry of punishment can function a driving pressure for getting to know English (Abdul Khaliq et al., 2016), it is miles crucial to bear in mind the wider implications of the use of fear and punishment as motivational equipment in education. studies have shown that the excessive use of worry and punishment can result in tension, reliance, and compliance among students (Wu & Chen, 2022).

The existing literature emphasizes the need for a balanced method to area and motivation in the Islamic Boarding School, in which using fear and punishment is carefully evaluated to make sure that it does not have unfavorable effects on college students' psychological properly-being and gaining knowledge of consequences (Wu & Chen, 2022). Teachers and academic establishments should prioritize positive reinforcement, clean communique, and a supportive learning environment to foster college students' motivation and engagement in gaining knowledge of English. It is essential to do not forget the lengthy-term effect of worry and punishment on college students' attitudes toward gaining knowledge of and their usual development. Consequently, brief and appropriate answers are essential to

cope with the potential poor outcomes of the usage of worry and punishment as tools for teaching English at Mambaus Sholihin Islamic boarding school.

The use of English-language media

The existing studies highlights how important English-language media is for studying a language (Yao et al., 2019). But, the demanding situations of enforcing English as a Lingua Franca in training establishments may make it tough for college students to locate proper examples of intensive English language mastering. Limited English reading materials at Mambaus Sholihin Islamic Boarding School and restricted access to English-language media may be complex for college students' English language improvement. The constrained access to English studying materials and English-language media at Mambaus Sholihin Islamic Boarding School can pose demanding situations to college students' English language improvement. That is specifically significant within the context of English as a Lingua Franca, in which publicity to numerous English language resources is vital for language getting to know. The challenges confronted by means of English learners in gaining access to suitable language resources are nicely-documented in educational studies. Additionally, the impact of English as a Medium of preparation (EMI) on students' language capabilities and proficiency is highlighted inside the literature, pointing to the linguistic demanding situations faced by way of both college students and instructors in EMI settings (Tang, 2020). Consequently, addressing the limited access to English reading materials and English-language media is important for helping students' English language development at Mambaus Sholihin Islamic Boarding School.

The position of students' motivation in gaining knowledge of English

Motivation may be very vital for efficaciously studying English, especially for those who are studying it as an overseas language. A study known as "English as a Lingua Franca, Motivation and Identity in Study Abroad" examines how freshmen' motivation and identity are connected to getting to know English in an international conversation context (Vidal & Geoghegan, 2019). This study emphasizes the significance of motivation in language studying. The same scenario happens at Mambaus Sholihin Islamic Boarding School. Motivation is an important aspect inside the success of mastering English, specifically for individuals who are learning it as a foreign language. Numerous research has investigated the importance of motivation in language learning, mainly within the context of EFL beginners. Every other takes a look at affords an outline of the modern research at the position of motivation in 2nd or overseas language learning, highlighting motivation as a key issue for explaining the success or failure of language getting to know (Seven, 2019). Additionally, a study focuses on the motivation to study English among the students, aiming to determine the factors that have an effect on the students' motivation in learning English (Nguyen, 2019).

The use of multilingualism

The gaining knowledge of numerous languages can affect a scholar's grades negatively, mainly while English isn't always their local language. That

is additionally the case at Mambaus Sholihin Islamic Boarding School, where English is not the primary language for most students. As a substitute, Javanese is predominantly used because the mother tongue for the majority, with a few college students having Javanese as their first language. The impact of multilingualism on students' academic overall performance is a subject of ongoing research. Even as there are potential challenges, such as language confusion and combining, there are also cognitive and educational benefits associated with multilingualism. Numerous research has investigated the relationship among multilingualism and academic success. For instance, a study on college undergraduates found that there is no great seeing between multilingualism and grade factor average, and the connection can also even be bad (Kovalik, 2012). However, another study advised that bilingual students have a tendency to be uncovered to greater words in each language, that could decorate their learning (Mahzoun, 2021).

The research at the impact of multilingualism on instructional fulfillment continues to be evolving, and the findings are not conclusive. Whereas a few studies propose a potential poor socializing among multilingualism and educational overall performance, others imply advantageous institutions. Therefore, it is far crucial to recollect the unique context of the scholars, the languages involved, and the educational methods when addressing the effect of multilingualism on academic fulfillment.

ELF for second language learners

It turned into this study that the English language teachers in each school and campus settings at Mambaus Sholihin are commonly gifted in their field. however, the teachers for morning English publications and supervisors of English language use within the boarding school are typically those who are proficient in English however may not have a good deal knowledge about language teaching strategies. To teach English as a Lingua Franca for second language freshmen, educators should remember the subsequent: The need to conform teaching strategies to the wishes of ELF verbal exchange is highlighted in a study (Noviana, 2020). The second one, the significance of encouraging newcomers to be privy to and use non-general types of English is discussed in a paper (Sifakis et al., 2022). The third, the focal point on communication talents in preference to strict adherence to native speaker norms is emphasized in a paper (Chan, 2021). The fourth, the use of studies from influential journals inside the subject of ELF and language teaching is noted in a bibliometric analysis (Soruç & Griffiths, 2023). Ultimately, the implementation of study room interventions that boost awareness of ELF and its implications for real-life conversation is discussed in a study (Marlina & Xu, 2018).

Javanese as a polite language

On this study the researcher also found many students considering polite Javanese (kromo inggil) as a well-mannered language to speak with senior teachers. While the mother language is considered extra well mannered, the use of English as a Lingua Franca (ELF) in face-threatening acts (FTAs) can cause numerous outcomes. Audio system may be extra

cautious when using ELF to keep away from offending interlocutors who're greater proficient of their mom language (Beebe & Takahashi, 1989). Subsequently, audio system might also range their use of FTAs relying at the context, with more well-mannered FTAs getting used while the mother language is perceived as greater well mannered (Beebe & Takahashi, 1989).

The use of the drill methods

Based on the research findings saying that the majority of English teaching methods used at Mambaus Sholihin Islamic Boarding School were drill methods. This method was selected because the policy makers have visible its success in beyond many years, and it is still implemented nowadays. Commonly, in English language teaching in Indonesia, many teachers of Islamic Boarding Schools however use the drill method. Using drill to teach English as a Lingua Franca (ELF) has several obstacles. Studies have proven that drills might not be necessary and, in some cases, may also actually have a poor impact on language studying via inducing "non-learning" (Wong & VanPatten, 2003). Using drills may not be suitable for beginners who need to increase their speaking abilities, as drills will not provide enough possibilities for learners to exercise speaking in context (Putri, 2022).

English guidance books for leaners of ELF

Concerning English language guidebooks used in morning guides at Mambaus Sholihin Islamic Boarding School, instructors and language teachers mentioned in interviews that some of the book substances are too complex for the students' degree, the guidebooks lack engagement, and there is a lack of exercises. To write down a steerage book on English as a Lingua Franca (ELF), the writer ought to recollect present day research and satisfactory practices. Write in a clean and on hand fashion this is intelligible to an extensive worldwide readership, as consistent with the instance set via the "developments in English as a Lingua Franca" book series (Kiczkowiak, 2019).

Ways to monitor an English camp program in ELF

It became discovered that the enforcement of English language use at Mambaus Sholihin Islamic Boarding School however lacks supervision as college students can freely interact with out the usage of the required language. Alternative methods consisting of teachers' observation can be used to display leaners (Geoghegan & Pérez-Vidal, 2019), or peer feedback (Kerr, 2017), and self-evaluation can be used to reveal and assist learners in their language development (Ockey & Hirch, n.d.). Administering language proficiency checks at the start and cease of the camp to assess students' language development and their capacity to use English as a lingua franca may be additionally taken into consideration (Hitotuzi, 2020). A number of the lecturers might also use CCTV to monitor the use of English in English camp programs for the public places or public buildings but the use of CCTV raises privacy and ethical worries, especially in educational settings. However, the use of CCTV in public places can be taken into attention. Newbies may experience uncomfortable or surveilled, that could affect their language learning experience (Florida & Sayers, 1995).

CONCLUSION

This study performed at Mambaus Sholihin Islamic Boarding School in Suci Manyar, Gresik, East Java, Indonesia, aimed to discover the use of English as a Lingua Franca (ELF), the associated challenges, and effective teaching methods. The study revealed numerous issues in the implementation of ELF, such as including the punishment system, limited access to English-language resources, students' motivation, multilingualism, proficiency in teaching ELF, cultural perceptions of language politeness, teaching methods such as the drill method, quality of English guidance books, and monitoring mechanisms in English camp programs. These challenges collectively impact students' English language learning experience and outcomes.

Suggestions:

1. Reevaluate Punishment system: Revise punitive measures for non-English use with advantageous reinforcement techniques to encourage students without inducing worry or anxiety. Establish clear pointers for language use that prioritize a supportive studying surroundings.
2. Beautify access to English resources: Efforts need to be made to enhance get entry to English analyzing substances and media, which are important for language development. Incorporating English-language media into the curriculum and imparting various, inducing materials can facilitate language acquisition and talent.
3. Motivate students: Emphasize the significance of motivation in language studying through attractive coaching strategies, encouraging student autonomy, and addressing man or woman motivations and pursuits.
4. Adopt effective teaching methods: traditional teaching methods like drills will not be quite enough for teaching ELF. Educators should discover extra communicative and context-based methods that target realistic language use and interaction.
5. Provide English steerage Books: expand English language guidebooks tailor-made to the students' talent ranges, engaging, and containing plenty practice exercises. these resources must be on hand and applicable to the scholars' language learning needs.
6. Implement effective monitoring: enforce alternative methods for monitoring language use, such as teachers' observation, peer feedback, and self-assessment. Administering language proficiency tests can also assess students' language development and proficiency levels accurately.
7. Recognize Multilingualism: Acknowledge and respect the diverse linguistic backgrounds of students. While promoting English proficiency, ensure that students' mother tongues are valued and supported in the educational environment.
8. Expert improvement for Educators: Provide training and professional development opportunities for educators to enhance their knowledge of language teaching methods and strategies for teaching ELF effectively.
9. Cultural Sensitivity: Acknowledge cultural perceptions of language politeness and adapt communication strategies accordingly, fostering an

inclusive environment where all linguistic backgrounds are valued.
By means of enforcing those guidelines, Mambaus Sholihin Islamic boarding school can create extra conducive surroundings for English language learning, promoting students' proficiency and confidence in using English as a Lingua Franca.

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