

*Research Article***The Current Scenario of English in Education in Rojava: Policy, Implementation and Implications**Jihan Ago Ayo<sup>1,\*</sup> , Brian Hibbs<sup>2</sup> <sup>1</sup> English Translation Department, Faculty of Literature and Languages, University of Rojava, Qamishli, Syria<sup>2</sup> School of Education, Dalton State College, Dalton, 30720, USA

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Article Info	Abstract
Article History	Recent changes in English language education in Rojava have led to a need for understanding the challenges faced by teachers in Rojava's universities. This qualitative study combines in-person and online interviews with four English teachers and an analysis of university documents to identify the key challenges in implementing English language policies in Rojava today. The study reveals significant obstacles, including financial constraints, overcrowded classrooms, and concerns about teacher quality. To address these challenges, the study suggests comprehensive training programs for English language teachers, improving their English communication skills, pedagogical training, and technology integration into English language classes. By tackling these issues, Rojava's universities can improve their English language policies and overall English language education. Limitations and future research suggestions are discussed in the article.
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**1. Introduction**

Rojava, a region located in northeastern Syria, has a unique and diverse linguistic landscape. The autonomous administration in Rojava recognizes Kurdish, Arabic, and Syriac as official languages, playing a significant role in preserving and revitalizing linguistic diversity. Since 2012, the Kurdish language has been used as the primary language of instruction for Kurdish people, and teaching materials in Kurdish has been available since 2014. However, in this multilingual context, the need for second and foreign language education, particularly English, has become increasingly important.

The 2002 education reform in Syria has led to a shift in the country's foreign language education policy, with a stronger focus on teaching and learning the English language (Hos et al., 2017). Rojava's universities are making efforts to improve the teaching of foreign languages, including English, as well as enhancing the instruction of second languages, such as Arabic, for Syriac and Kurdish speakers, Arabic for

Kurdish and Syriac speakers as well as Syriac as a second language for Arabic and Kurdish speakers. Despite these initiatives, the implementation of English language education in Rojava's universities faces several challenges, such as the need for qualified English teachers, limited resources, and the ongoing instability in the region. The need to investigate the shifting landscape of English language instruction and the difficulties educators faced in Rojava's universities has arisen as a result of the modifications to English language education that have occurred since 2019 (Language Institute, 2021).

A language institute was established at the University of Rojava in Qamishli to follow the Common European Framework of Reference for Languages (CEFR) in its approach to language education. This was done to meet the needs of students who wished to learn English for communicative purposes in order to join postgraduate programs and to keep up with the world market. Hajar's (2017) study explores the experiences of Syrian postgraduates in their language learning journey, emphasizing the significance of educational policies and resources in language strategy use and L2 identity development. Although local languages are the primary focus, there is also a growing interest in English language education in Rojava as it is widely spoken and serves as a global language of communication. According to Al-Seghayer (2014), English is widely regarded as a vital means for achieving personal and national advancement. The potential benefits of learning English in Rojava include better access to international resources, improved communication with the global community, and increased opportunities for economic and educational advancement (Language Institute, 2021). However, implementing English language education in Rojava faces several challenges, such as the need for qualified English teachers, limited resources and ongoing warfare (Omaish et al., 2022).

Regrettably, extensive and empirical research is scarce on the topic of English language education in Rojava's universities. This lack of research impedes a thorough understanding of the consequences, effectiveness, and suitable methodologies of English language instruction in the region. Additionally, the insufficient availability of resources and skilled professionals in the field exacerbates the difficulties in implementing a robust English language education system. Nonetheless, stakeholders and policymakers need to prioritize investment in research and development to improve the quality of English language learning in the region. Kuteeva and Airey (2014) suggest that further research is needed to fully understand the implications and practical implementation of parallel language use. There was a severe lack of qualified teachers to implement the curricula due to the absence of classrooms and available teachers (Hu, 2005). English language was made a compulsory subject for all departments, with first-year students required to study two

subjects: English one (E1) in the first semester and English two (E2) in the second semester during tertiary education.

Investigating the challenges and opportunities in implementing the English language policy in Rojava's universities is crucial. The findings of this study can provide valuable insights for stakeholders and policymakers to prioritize investment in research and development, ultimately improving the quality of English language learning in the region. Moreover, this study can contribute to the broader understanding of language policy implementation in diverse, multilingual contexts. When introducing a new English language policy, a major challenge is the varying levels of English proficiency among both students and faculty members. It is essential to provide sufficient training and resources to support them. This can involve offering language courses, professional development programs, and access to language learning materials. Resistance to change is a common obstacle when implementing any new policy. Some individuals may be hesitant to transition to an English language policy due to reasons such as preferring their native language or concerns about its impact on their academic performance. The purpose of this study is therefore to explore the challenges faced in implementing the English language policy in the Rojava's universities. The study aims to address the following research questions:

1. What are the key challenges encountered in the implementation of the English language policy in Rojava's universities?
2. How do the university administrators, faculty members, and English language instructors perceive the effectiveness of the English language policy and its implementation?
3. What strategies or recommendations can be proposed to address the challenges and enhance the implementation of the English language policy in Rojava's universities?

By addressing these research questions, the study will provide a comprehensive understanding of the complexities and nuances surrounding the implementation of the English language policy in the higher education institutions of Rojava.

## 2. Literature Review

The importance of learning the English language cannot be denied, and many non-English speaking countries have revised and improved their education policies to include English language instruction catered to the needs of the 21<sup>st</sup> century students. In several developing nations, English is regarded as a valuable tool for both economic and social development (Kirpatrick et al., 2017). It is recognized worldwide as

a language of communication, commerce, and technology. As a result, many of these countries have implemented policies to promote English language learning and proficiency. The research conducted by Al-zahrani (2017) demonstrated the significant role that language plays in contributing to the key areas that have enabled the current economy to achieve its prominent status. Specifically, the paper highlights the significant involvement of language in the development of technology, the utilization of a nation's cultural resources, and the creation of highly skilled labor for the market.

Given Rojava's crucial geopolitical position, there is a strong rationale for prioritizing the learning of English to facilitate international communication. According to the language policy of Türkiye, this spelling is recommended, the strategic and geopolitical status of the country makes it particularly important for Turkish citizens to learn English (Kırkgöz, 2007). Furthermore, in the post-Bologna era of European higher education, there has been a significant increase in the teaching of university courses in English (Kuteeva & Airey, 2014). These factors suggest that the implementation of an effective English language policy in Rojava's universities could have important implications for the region's international engagement and communication. Lambert (1999) divided the countries in the world into three categories- homogeneous countries such as Türkiye, where the majority of people speak the same language; dyadic countries such as Switzerland, where two or three languages coexist with equal standing; and mosaic societies such as India, where multiple ethnolinguistic groups speak a variety of languages (İnceçay, 2012).

Like India, Rojava is a mosaic region where multiple ethnic, religions, and languages coexist, and teaching foreign languages among these communities during the critical period in the Syrian crises is a challenge. Kuteeva and Airey (2014) suggested that the language policies implemented in Swedish universities may not adequately account for the significant differences in disciplinary practices and their potential impact on language use. Similarly, at Rojava's universities, master's programs are offered in both English and Kurdish languages. The authors recommended that at the master's level, there should be an increased emphasis on the use of English as the language of instruction. Specifically, they suggested that education could be conducted in either English or Swedish, or in both languages in parallel. This approach aligns with the current language policy at Rojava's universities, where the Faculty of Politics offers instruction in both English and Kurdish in parallel.

The implementation of foreign language policies requires careful planning and a well-defined policy framework, as highlighted by İnceçay (2012). This indicates that effective language policies require

thoughtful consideration and strategic planning to ensure successful implementation. It is crucial to take into account various factors, such as infrastructure, workforce, and budget when planning to learn the English language. Inceçay (2012) emphasized that language policy should not be implemented without sufficient planning and a clear policy. The statement also cites Grabe's (2009) argument that language policies without proper planning and coherence can lead to inevitable deficiencies. They draw attention to the potential challenges and shortcomings that can arise when language policies are implemented without adequate planning. Policy makers can ensure that these issues are addressed by considering factors such as infrastructure, workforce, and budget. In times of conflict, various aspects of society, including language policies and education, are significantly affected. The impact of conflict on language policies and education in the context of Rojava cannot be ignored. Disruption in education, damage to infrastructure, and lack of resources can directly affect language education programs. In societies experiencing conflict, policy makers and stakeholders must prioritize the educational needs of affected communities and promote linguistic diversity. It is imperative to develop strategies that address these challenges and ensure access to a quality education. The promotion or suppression of certain languages as a tool for asserting power or control must be recognized and confronted. Hos and Cinarbas (2017) examined the education reform in Syria that emphasizes English language education due to its global status. Meanwhile, Elkhaliq's (2018) study revealed the challenges in maintaining Arabic language, highlighting the need for policy intervention. Both studies provide valuable insights for policy makers and educators to address the diverse linguistic needs of the Syrian population.

### 3. Research Context

The implementation of language policies in higher education institutions has been a subject of extensive academic inquiry. Previous studies have highlighted the multifaceted and complex nature of this process, with factors such as institutional culture, disciplinary differences, and broader sociopolitical dynamics playing a significant role in shaping the challenges and opportunities associated with language policy execution (Hu & McKay, 2012; Kuteeva & Airey, 2014).

Researchers have emphasized the importance of considering the unique contextual factors that can influence language policy implementation (Hu, 2009; Kirkgöz, 2009). In the case of Rojava, the region's geopolitical significance and the ongoing conflict in Syria is likely to introduce additional complexities that may impact the implementation of the English language policy in the universities.

Against this backdrop, the current study seeks to explore the challenges faced in implementing the English language policy within the higher education institutions of Rojava. By situating the research within the broader academic discourse on language policies, the study aims to build upon existing knowledge and offer new insights into the nuances of policy implementation in a complex regional context like Rojava.

Importantly, the researcher's extensive experience within the University of Rojava may introduce potential biases or preconceived notions that could influence the interpretation of the data and analysis. The principal researcher has been affiliated with the University of Rojava for the past five years and has gained valuable insights into English language policies and practices. From 2020 to 2022, the principal researcher in the present study served as the Head of the English Department, managing and implementing English language policies and overseeing the curriculum and instructional practices.

Currently, the researcher is a second-year master's student in English Language Teaching (ELT) program at the University of Kobani in Rojava. She also holds the positions of instructor at the English Translation Department and Co-chair of the Faculty of Literature and Languages at the University of Rojava. These roles provide continued exposure to English language policies and practices in the university system.

The researcher is aware that her extensive involvement at the University of Rojava may introduce potential biases, but she has made a conscious effort to maintain objectivity, challenge assumptions, and consider alternative viewpoints to mitigate these biases.

## **4. Materials and Methods**

### **4.1. Research Design**

To explore the challenges faced in implementing the English language policy in Rojava's universities, this study adopted a qualitative research approach. Qualitative methods are well-suited for gaining an in-depth understanding of complex social phenomena and the perspectives of the individuals involved (Creswell & Poth, 2018).

### **4.2. Participants**

To gain a comprehensive understanding of English language policy in Rojava, the researchers conducted a series of in-depth interviews with experts in the field. This approach aligns with the recommendation of Kirkgöz (2009), who emphasizes the importance of investigating how well language policy objectives, set at the macro level, are implemented in practice at the micro-teaching level, and how key stakeholders, such as teachers, perceive various aspects of the policy. The participants of the present study comprised four individuals, three of whom were male and one female. The selection of these individuals was

based on their extensive experience as instructors of English language, as well as their important roles as heads of the Language Institution at Rojava's universities (i.e., the University of Rojava in Qamishli city, the University of Kobani in Kobani city and the University of Al-Sharq in Raqqa city). Their expertise in the field of English language education made them ideal candidates for providing valuable insights and contributing to the success of the study. Two interviewees were the heads of the Language Institute, one with 30 years of teaching experience and the other with 10 years of experience. The remaining two interviewees were English teachers and postgraduate students who provided valuable insights into the English language policy. These individuals were selected based on their extensive experience as English instructors and significant roles as heads of the Language Institute at the university where the present study was carried out. Table 1 provides a clear and concise overview of the four participants involved in the study.

**Table 1.** Participants' demographical information

Participants	Position
Participant 1	English teacher and Head of the English Translation Department
Participant 2	English teacher and Head of English Literature Faculty
Participant 3	English teacher
Participant 4	English teacher and Head of the English Department in the Language Institute

### 4.3. Data Collection

We used a semi-structured individual interview format with 10 questions and document analysis specifically addressing issues related to the English language policy in Rojava's universities. Some of the questions of the interview emerged from past research and the other questions were written by the researchers. The interviews aimed to delve into the participants' thoughts regarding the English language policy and its implementation in Rojava's universities. A semi-structured interview format provided us with an ideal balance between structure and flexibility, enabling us to collect valuable qualitative data while keeping the research objectives in focus (Ruslin et al., 2022).

One interview was conducted in person, while the others were conducted online. The interviews took place over two weeks, each interview lasted approximately 20 to 45 minutes. Before the interview, all questions were discussed with the participants, and they were provided with a copy of the interview questions one week in advance, allowing them to read in advance. In addition to the interviews, we also analyzed relevant documents related to the English language program at Rojava's universities like policy documents

and Language Institute regulation. The document analysis provided contextual information and supplemented the data gathered through the interviews (Bowen, 2009).

To ensure the transparency and accuracy of the study, all participants provided their consent through messaging platforms such as WhatsApp and Telegram. This approach was chosen as it allowed for dependable and secure communication, which aided in the smooth operation of the study. The messaging platforms enabled the participants to give their consent, share their thoughts and ideas, and contribute to the study's success without any difficulty.

Furthermore, the messaging platforms also facilitated easy documentation of the study, which helped to ensure that all data and information obtained was properly recorded and arranged. The consent and contributions made by the participants were also documented to guarantee that the study was conducted with the utmost respect for the participants' rights and privacy. To ensure maximum flexibility and convenience for the participants, in-person interviews were recorded using a smartphone, while online interviews were recorded utilizing the Zoom platform.

In this research, ethical considerations were prioritized by ensuring that all participants were well-informed about the purpose, procedures, potential risks and benefits of the study, and consent was obtained through voice and written messages prior to their involvement. Researchers maintained standards of ethics and minimized harm, in an open and clear manner. An institutional review board approved our study in an approval letter/ N:740, and they were careful of cultural sensitivity at all times. Last, protecting participants' well-being and psychological state was a priority, while maintaining the integrity of our study.

#### **4.4. Data Analysis**

This study employed a qualitative research approach to investigate the state of English language education at Rojava's universities. The primary data collection methods used were semi-structured interviews and document analysis. The current research study aimed to examine the perspectives of four participants belonging to different positions and titles regarding the regulation of the Language Institute of Rojava's universities and its impact on English language education policy in Rojava. Letter (P) is used to refer to the participants. The interviews were semi-structured, allowing for an in-depth exploration of emerging themes while providing a loose framework for discussion following the interviews, using thematic analysis (Braun & Clarke, 2006), the collected data was transcribed, coded, and analyzed to identify patterns and themes



that emerged from the participants' responses. In addition to the interviews, the researchers also analyzed relevant documents related to English language policy at Rojava's universities. That included Language Institute regulation.

The document analysis provided contextual information and supplemented the data gathered through the interviews (Bowen, 2009). It helped the researchers gain a comprehensive understanding of the English language education landscape at Rojava's universities. All data collected, including interview transcripts and document contents, were securely stored. The researcher conducted a thematic analysis to identify key themes and patterns emerging from the interview data and document review (Braun & Clarke, 2006). The findings from this data collection and analysis process form the basis of the results and discussion presented in this study.

## **5. Result and Discussion**

### **5.1. Old and New English Language Policies in Rojava's Universities**

The Universities in Rojava initially taught English as a general subject for one semester, using a text-based approach with the Headway or Face-to-Face textbooks (P1). This was the old policy. A year later, the universities expanded the English language instruction to two semesters, with the courses titled "E1" and "E2". However, the focus was more on passing the English exams rather than developing proficiency in the language (P1).

The new English language policy was introduced when Rojava's universities started their postgraduate programs. An independent institution called the "Language Institute" was established to comply with the Common European Framework of Reference for Languages (CEFR) (P2). The institute's primary focus is to teach English to first and second-year students in all departments, the university workforce, and post-graduate students, except for the translation department, which is taught exclusively in English (Language Institute regulation, 2019).

### **5.2. Reasons for the Change in English Language Policy**

The main reason for the change in the English language policy was the recognition of the significance of English as an international language and the lingua franca of the world (P2). Allocating only four hours to teach English was deemed insufficient for a language that is vital for science and technology (P2). The universities aimed to revamp the English language education system to better meet the needs of their students and the workforce.

### 5.3. Advantages and Disadvantages of the Old and New Policies

The old policy, which focused on passing English exams rather than developing proficiency, had the advantage of being a relatively simple and straightforward approach. However, it did not adequately prepare students for the demands of higher education and the workforce, where proficiency in all four language skills (listening, speaking, reading, and writing) is essential (P2). The new policy, implemented through the Language Institute, has several advantages. It aligns with the CEFR, which provides a standardized framework for language learning and assessment (Language Institute regulation, 2019). The focus on developing all four language skills, with specific proficiency level requirements for undergraduate and postgraduate students, is a significant improvement (P2, P4). Additionally, the establishment of the Language Institute as a dedicated institution for English language education demonstrates a commitment to enhancing the quality of English language instruction in Rojava's universities. However, the new policy also faces some challenges. The shortage of qualified English teachers makes it difficult to continue teaching English at the desired level (P2, P4). The requirement for students to attend classes at a location far from the campus, without any support for transportation, is a concern that hinders student participation and learning (P4).

### 5.4. Effectiveness of the Old and New Policies

The old policy, with its focus on passing English exams, was not effective in developing students' overall English proficiency (P1, P2). The new policy, implemented through the Language Institute, has shown some positive results in improving students' English language skills, particularly in speaking (P4). However, the effectiveness of the new policy is hindered by the challenges mentioned, such as the shortage of qualified teachers and the transportation issues faced by students.

#### 5.4.1. Research Question 1

The study identified several key challenges in the implementation of the English language policy in Rojava's universities:

- a. Challenges caused by crowded classrooms: The large number of students in each class (sometimes up to 50) makes it difficult for teachers to effectively teach and develop all four language skills (P4).
- b. Challenges caused by a lack of necessary equipment: The shortage of teaching materials and technological tools, such as language labs and multimedia resources, hinders the implementation of modern teaching methods (P1).

- c. Challenges caused by the shortage of qualified English teachers: Many of the English teachers in Rojava's universities hold bachelor's degrees in English, but lack the necessary training and skills to effectively teach the language, particularly the listening and speaking skills (P2, P4).
- d. Challenges related to transportation and access to the Language Institute: The location of the Language Institute, which is far from the main university campuses, creates difficulties for students to attend classes regularly, as the university and municipality do not provide any transportation support (P4).
- e. Challenges related to the ongoing crisis and high inflation in Syria: The difficult economic and political situation in the region has led many English teachers to take on multiple jobs to make ends meet, limiting their ability to participate in professional development programs (P3, P4).

These challenges highlight the need for a comprehensive approach to address the implementation issues and enhance the effectiveness of the English language policy in Rojava's universities.

#### 5.4.2. Research Question 2

The study found that university administrators, faculty members, and English language instructors perceive the effectiveness of the English language policy and its implementation as follows:

##### 1. University administrators:

- The administrators recognized the significance of English as an international language and the need to revamp the English language education system to better meet the needs of students and the workforce.
- They established the "Language Institute" as an independent institution to comply with the Common European Framework of Reference for Languages (CEFR) and focus on teaching English to first and second-year students, the university workforce, and postgraduate students.
- The administrators aimed to improve the quality of English language instruction in Rojava's universities through the Language Institute.

##### 2. Faculty members:

- Some faculty members, who were previously tasked with teaching English to students in various departments, expressed concerns about the lack of qualified English teachers and the challenges in effectively teaching listening and speaking skills (P1, P2).
- They acknowledged the progress made by the Language Institute in improving students' English language skills, particularly in speaking (P4).

- However, they also highlighted the ongoing challenges, such as the shortage of qualified English teachers and the difficulties faced by students in accessing the Language Institute due to transportation issues (P2, P4).

### 3. English language instructors:

- The English language instructors at the Language Institute were generally positive about the new English language policy and its focus on developing all four language skills (listening, speaking, reading, and writing) in alignment with the CEFR.
- They expressed satisfaction with the improvements in teaching methods and the positive results in enhancing students' English language proficiency, especially in speaking (P4).
- However, they also acknowledged the challenges they faced, such as the shortage of qualified English teachers and the difficulties in continuing to teach English at the desired level due to these constraints (P2, P4).

Overall, the perceptions of the various stakeholders suggest that the new English language policy and the establishment of the Language Institute were viewed as positive steps towards improving the quality of English language education in Rojava's universities. However, the effectiveness of the policy implementation was hindered by persistent challenges, such as the shortage of qualified teachers, lack of resources, and logistical issues related to student access to the Language Institute. To further enhance the effectiveness of the English language policy, the stakeholders may need to address these challenges through strategic interventions, such as increased funding, teacher training programs, and improved transportation support for students.

### 5.4.3. Research Question 3

To address the challenges and improve the implementation of the English language policy in Rojava's universities, the following strategies and recommendations can be considered:

**Allocate sufficient financial resources:** Ensure that the English language programs in Rojava's universities are adequately funded to provide necessary technological tools, improve campus infrastructure, and implement English language enhancement initiatives (Staub, 2016).

**Strengthen teacher training and professional development:** Invest in pre-service and in-service teacher education programs to improve the skills and qualifications of English language instructors (Dayoub & Bashiruddin, 2012). This can include training on modern teaching methodologies, integrating technology

in the classroom, and developing language proficiency.

Explore public-private partnerships: Encourage the involvement of private higher education institutions to expand access to English language education and share best practices (Rahman & Pandian, 2018).

Provide transportation support for students: Ensure that students have access to reliable and affordable transportation to attend classes at the Language Institute, either through university or municipal support.

Adopt a flexible and balanced approach to English language policy: Acknowledge the importance of English while recognizing the need to maintain and promote local languages, such as Arabic, Kurdish, and Syriac (Kirkpatrick & Barnawi, 2016; Mahboob & Elyas, 2014; Sulaiman, 2022).

Enhance the Language Institute's capacity: Increase the number of qualified English language instructors, expand the range of courses and proficiency levels offered, and explore the possibility of establishing satellite campuses or online learning options to improve accessibility.

Provide incentives and support for English language teachers: Implement strategies to retain and motivate English language instructors, such as competitive salaries, professional development opportunities, and recognition programs (Karam et al., 2017).

By addressing these challenges and implementing the proposed strategies, Rojava's universities can enhance the effectiveness of their English language policy and provide their students with the necessary language skills to succeed in their academic and professional pursuits.

## 6. Conclusion

English language education in Rojava's universities faces significant challenges that impede its effective implementation. These challenges include financial constraints, overcrowded classrooms, and a scarcity of qualified teachers. Financial limitations restrict the resources available for language programs and materials, which in turn affects the quality of education and limits opportunities for students to enhance their English language skills. Overcrowded classrooms pose difficulties for both students and teachers, making it challenging to provide individual attention and personalized instruction. To mitigate this problem, expanding the educational infrastructure by constructing additional classrooms or utilizing alternative teaching spaces can help alleviate overcrowding. Introducing student-centered learning approaches that encourage individualized attention and interactive teaching methods can also mitigate the impact of crowded classrooms. The quality of English language teachers is a pressing concern, as insufficient training and professional development opportunities result in a shortage of qualified educators.

Developing extensive training programs that emphasize professional development and pedagogical skills is crucial to enrich the quality of teaching. Such programs should concentrate on English language proficiency improvements, effective teaching methodologies, practical classroom management techniques, and incorporating technology. To attract skilled educators to Rojava's Universities, proposals such as increasing salaries, providing bonuses or performance-based compensation, establishing scholarship schemes, enhancing workplace conditions, and collaborating with international organizations focused on English language education should be considered. Coşkun and Daloğlu's (2010) study stresses the need to evaluate and improve teacher education programs to enhance future teachers' linguistic and pedagogic competencies. This can inform discussions and initiatives for English language teacher education in Rojava's Universities, contributing to better English instruction and proficiency in the region. It is also vital to involve policymakers and educational authorities in stressing the significance of competitive salaries for teachers of English and their influence on educational quality. Implementing these recommendations will enable Rojava's Universities to tackle the obstacles they encounter in English language education and ultimately improve the quality of education, offering exceptional learning opportunities for students.

## **7. Limitations and Future Work**

The present contribution, which was carried out over a brief interval and comprised a restricted number of interviews with 4 English language educators, is believed to prompt inquiries regarding the applicability of the results to the broader populace and other stakeholders involved in English language policy in Rojava. Therefore, it is essential to acknowledge the constraints of this study and reflect on their potential consequences on the comprehensiveness of the outcomes.

Although this study offers useful insights from interviews with English language educators in Rojava, it is vital to recognize its limitations, including the small sample size and the brevity of the research process. Enlarging the study to encompass a more extensive and varied sample and extending the time frame would offer a more all-inclusive understanding of the difficulties experienced by English language educators and the consequences of policy implementation over time. Moreover, it is essential to consider the study's methodological limitations, such as the reliance on only qualitative methods and self-reported data, which may introduce limitations in recall precision.

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