

Research Article

Perspectives and Policy Recommendations for EFL Speaking Skills in Rojava's Secondary Education

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Article Info	Abstract
Article History	Effective language instruction is crucial for enhancing communicative competence among English as a Foreign Language (EFL) learners in resource-constrained contexts such as Rojava. This qualitative study evaluates the current practices for developing speaking skills among secondary school EFL learners in the Northeast Syrian (NES) Region. Through thematic analysis based on interviews with 18 EFL teachers and four English education supervisors (EES) from Qamshlo, Tirbespiye, and Girke Legae, key challenges were identified, including resource shortages, over-reliance on textbooks, curriculum misalignment, and limited technology. The findings reveal a focus on memorization that hinders interactive speaking and listening activities. To improve speaking proficiency, the study recommends enhancing teachers' qualifications, offering incentives, and adopting innovative teaching strategies, providing valuable insights for policymakers and curriculum developers in the NES Region.
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1. Introduction

The EFL education plays a crucial role in equipping students with the linguistic skills necessary for global engagement and academic success. In the Rojava Region, where educational reforms are ongoing amidst social and political challenges, enhancing students' speaking skills remains a significant focus. EFL instructors serve as the backbone of this process, and understanding their experiences with current instructional practices is vital for identifying strengths and gaps. Simultaneously, policy and curriculum frameworks should evolve to better support learner needs. This study explores instructors' perspectives on the effectiveness of existing instructional practices and seeks to recommend policy and curriculum modifications tailored to the unique educational context of Rojava.

Research consistently emphasized the importance of interactive and communicative approaches in developing speaking skills in EFL settings (Bygate, 1991; Richards, 2006). Effective instruction typically involves active learner engagement, authentic communicative tasks, and supportive classroom environments. However, in regions like Rojava, where resources, teacher training, and curriculum design might

face constraints, these ideal conditions are often challenging to realize (Ayo & Hibbs, 2024). Past studies highlighted that instructor experiences and perceptions significantly influence instructional quality and student outcomes (Kember & Leung, 2005). For policies and curricula, literature advocates for context-sensitive adaptations, integrating local needs and resources while aligning with international language teaching standards (Richard, 2001). In particular, curriculum reforms should target clarity of learning objectives, contextual relevance, and teacher support mechanisms to facilitate effective speaking skills development (Richard, 2001).

This research aims to assess the effectiveness of current instructional practices in developing EFL learners' speaking skills in Rojava and to provide recommendations for policymakers and curriculum developers to enhance EFL speaking proficiency. The study addresses the following research questions:

1. What are EFL instructors' perspectives on the effectiveness of current teaching methods for improving speaking skills?
2. What policy and curriculum modifications are needed to better support EFL learners in developing speaking skills?

2. Literature Review

2.1. Structural Constraints and Misalignments in Educational Practices

Effective instruction plays a critical role in developing speaking skills in EFL learners. Central to this process is the selection of appropriate instructional materials, which serve as the foundation for engaging and meaningful language practice (Richards, 2001). Research highlights that well-chosen materials, including authentic texts and communicative tasks, can significantly boost learners' confidence and speaking proficiency (Gilmore, 2007; Nunan, 1991). However, in many educational contexts, particularly those with limited resources, teachers often rely heavily on textbooks and minimal supplementary materials (Alderson, 2005).

A qualitative study by Allen (2008) highlighted that while reliance on textbooks is practical, it can hinder the development of interactive and communicative skills, as many activities tend to be formulaic, mechanical, and disconnected from real-life contexts, thereby limiting genuine communication. When curricula fail to align with students' interests or reflect their future aspirations, learners perceive instruction as irrelevant or detached from their realities, which diminishes motivation and hampers active participation in speaking practices, an issue especially critical for developing authentic oral skills.

Additionally, resource constraints limit the variety of instructional activities, often leading to more teacher-centered approaches that reduce opportunities for meaningful practice in authentic situations (Atkinson, 2011). This scarcity of diverse resources also restricts teachers' ability to adopt innovative pedagogical strategies such as task-based learning and communicative language teaching, which are crucial for oral skill development (Long & Crookes, 1992). As learners increasingly demand engaging, relevant, and

authentic learning experiences, the complexity of curriculum design grows, making localized and context-sensitive solutions more effective than reliance solely on globally published textbooks (Gilmore, 2007). Incorporating imaginative, student-centered activities that connect to learners' interests and real-world experiences offers a promising way to foster motivation and enhance practical language use.

Educational systems often face significant structural constraints that impact the effectiveness of teaching and learning processes. Among these, top-down curriculum policies limit teachers' autonomy, restricting their ability to adapt or modify instructional materials to suit local contexts or student needs (Leong et al., 2011; Poedjiastutie, 2019). Such constraints can lead to a reliance on predetermined curricula and textbooks, which may not align with learners' interests or cultural backgrounds, thereby reducing motivation and engagement (Bovill & Woolmer, 2019).

Furthermore, reliance on traditional, teacher-centered methods persists in many educational contexts due to systemic and resource limitations. These approaches often emphasize rote memorization and grammar drills, which are less effective for developing spontaneous, communicative speaking abilities (Fareh, 2010). Transitioning to more interactive, learner-centered pedagogies remains challenging when structural constraints inhibit innovation and adaptability within existing systems (Rababah, 2002).

Overall, the literature underscores that while current instructional practices are a key factor in enhancing speaking skills, their effectiveness is often hindered by resource limitations, structural constraints, and misalignments in curricula and teaching methods. These challenges significantly impact the quality of instruction, particularly in fostering active, meaningful language use. To address this, there is a clear need for more resource-rich environments that support diverse and interactive teaching approaches tailored to students' real-world communication needs (Nunan, 2004).

2.2. Resource Limitations and Technological Gaps Hindering Modern Teaching

The integration of modern resources and technology has become a cornerstone of effective language teaching, offering opportunities for authentic communication, multimedia exposure, and learner engagement (Chapelle & Sauro, 2017). However, many educational settings, particularly those in resource-constrained environments, face significant limitations that impede the adoption of such approaches.

A primary challenge is the inadequate availability of technological resources, including computers, internet access, and multimedia tools, which restricts teachers' ability to implement digital and interactive learning activities (Bax, 2003). Without access to these essential tools, educators often rely on traditional methods, which may not effectively support the development of speaking skills or foster authentic communication (Chinnery, 2006). For example, the absence of online language labs or multimedia resources limits exposure to real-world language use, reducing student motivation and engagement (Stockwell, 2010).

Moreover, technological gaps also hinder the integration of innovative pedagogical approaches such as Mobile-Assisted Language Learning (MALL) and blended learning environments that can enhance

speaking practice (Godwin-Jones, 2011). In low-resource contexts, the lack of infrastructure not only affects classroom activities but also impacts teachers' opportunities for professional development in utilizing new technologies effectively (Hu & Lam, 2010).

Research indicates that resource limitations often result in a continued reliance on teacher-centered, textbook-based instruction, which may inhibit skillful, spontaneous, and contextually relevant language use (Fareh, 2010). To bridge this gap, investments in infrastructural development and teacher training are critical to promoting equitable access to technological advancements and fostering more dynamic, learner-centered pedagogies.

This study addresses notable gaps in the existing literature related to EFL speaking instruction, particularly within resource-constrained contexts like Rojava. While previous research underscores the importance of appropriate instructional materials, technological integration, and curriculum alignment for developing speaking skills (Gilmore, 2007; Nunan, 1991; Richards, 2001), many studies highlight ongoing challenges in resource-limited settings. Specifically, literature points to a reliance on textbooks, which often constrains interactive and communicative learning (Alderson, 2005; Allen, 2008), and highlights the impact of structural constraints and top-down policies on teaching flexibility and innovation (Bovill & Woolmer, 2019; Leong et al., 2011).

However, there is a paucity of focused research on how these challenges uniquely affect secondary schools in Rojava, and how localized, context-sensitive approaches might better address the specific needs of students and teachers in such environments. This study situates itself within this broader research gap by evaluating current practices, identifying barriers, and proposing tailored solutions to enhance speaking proficiency. It aims to contribute to a nuanced understanding of instructional effectiveness amidst infrastructural and resource limitations, filling a critical gap in the literature on implementing innovative, context-aware EFL teaching strategies in resource-constrained settings.

3. Methodology

3.1. Research Design

This qualitative study aimed to describe, interpret, and evaluate the effectiveness of current instructional practices in developing speaking skills among EFL learners in secondary schools within the Rojava context. It sought to provide informed recommendations for policymakers and curriculum developers to enhance EFL speaking proficiency. Using a qualitative design, the study explored participants' experiences through semi-structured interviews, allowing flexibility while covering key topics (Flick, 2018). Data analyzed thematically, following best practices in qualitative descriptive research (Ayton, 2023). The study adhered to ethical guidelines to ensure confidentiality and trustworthiness, aiming to offer a comprehensive understanding of the phenomenon (Sargeant, 2012).

3.2. Population and Sampling

The target population for this study includes experts, specifically EFL teachers in secondary schools

and EESs in Qamshlo, Tirbespiye, and Girke Legae. There are ten secondary schools in these cities. To understand the challenges EFL learners face in developing speaking skills, purposive sampling was employed. This method selects information-rich participants with at least five years of teaching experience, ensuring knowledgeable insights (Shaheen et al., 2019). Eighteen EFL teachers and four EESs took part in the interviews, effectively supporting the research objectives (Shaheen et al., 2019).

Table 1. Demographic Information of Participants

Teachers	Age	Gender	Years of Teaching Experience	Qualification
EES1	39	Male	10	BA in English Literature
T2	31	Male	7	BA in English Literature
T3	34	Female	9	BA in English Literature
T4	36	Female	9	BA in English Literature
T5	46	Female	26	Institute of English Teacher
T6	44	Male	20	BA in English Literature
EES7	42	Female	7	BA in English Literature
T8	40	Female	17	BA in English Literature
T9	48	Male	26	BA in English Literature
T10	32	Male	9	BA in English Literature
T11	38	Male	14	BA in English Literature
T12	33	Female	10	BA in Education
T13	35	Female	11	BA in English Literature
EES14	35	Male	13	Diploma in Educational Qualification of English
T15	29	Female	6	English Language Institute
T16	34	Male	11	BA in English Literature
T17	40	Female	16	BA in English Literature
T18	31	Female	7	BA in English Literature
T19	38	Female	14	BA in English Literature
T20	30	Female	7	BA in English Literature
T21	39	Male	15	BA in English Literature
EES22	36	Male	14	3rd year of BA in English Translation

3.3. Data Collection Procedure

The research involved collecting data primarily through semi-structured interviews with secondary school English teachers and EESs in three NES cities: Qamshlo, Tirbespiye, and Girke Legae. These interviews aimed to gather insights into speaking skills and the challenges faced by learners (Day et al., 2021). This method allowed for in-depth exploration of teachers' perspectives on speaking skills development and classroom challenges, with open-ended questions encouraging detailed, freely expressed responses. Follow-up questions helped deepen understanding of teachers' insights into students' speaking difficulties and their training needs, aligned with the study's objectives. The interview questions were derived from relevant literature and practical teaching experience.

Before data collection commenced, written consent was obtained from the relevant authorities. The

'Consent Form and Research Information' document, along with the interview questions, were translated into Arabic by two qualified translators: one a university researcher and lecturer, and the other the head of the English Department at the Kurdish Red Crescent. The translator from the Kurdish Red Crescent provided valuable feedback for revisions. Following thorough final proofreading, the materials were distributed electronically to participants several days prior to the interviews, allowing them ample time to review and prepare. Participants were informed that they could withdraw from the interview at any time without facing any consequences. The study adhered to ethical standards, ensuring participant privacy (Shaheen et al., 2016) and confirming that there were no risks involved for respondents. Furthermore, participants were assured of their anonymity and the confidentiality of all collected data

3.4. Analysis of Data

The analysis process in this study is inductive, moving from detailed data to broader themes, following Braun and Clarke's (2006) six-phase thematic analysis framework. This emphasizes the researcher's role in data interpretation and acknowledges their influence (Braun & Clarke, 2019). The process began with recording and transcribing all interviews. Non-English recordings were translated into separate Word documents. The researcher read the transcripts multiple times to familiarize themselves with the data. Using a line-by-line coding approach, initial codes were generated to capture both explicit content and underlying meanings. These codes were organized into categories, identifying patterns to develop emerging themes supported by relevant data excerpts. Ultimately, these themes were combined into a comprehensive narrative, offering insights into participants' experiences and the studied phenomenon. This method was chosen for its ability to compare and synthesize large datasets, resulting in a clear and organized final report.

3.5. Trustworthiness

Trustworthiness in qualitative research includes credibility, transferability, dependability, and conformability. This study enhanced credibility and dependability through member checking, where participants from Qamishlo, Girkê Legê, and Tirbespiye verified that the findings reflected their experiences, with minimal new input. Peer debriefing was also used, involving three academic colleagues reviewing data interpretations for external validation (Hadi & José Closs, 2016; Nowell et al., 2017). These measures ensure transparency and accuracy in representing participants' perspectives (McKim, 2023).

4. Findings

4.1. The Role of Current Instructional Practices in Enhancing Speaking Skills

4.1.1. Limited Resources and Reliance on Textbooks

Limited resources significantly impact teaching quality, as educators often depend solely on textbooks and minimal tools. T6 noted:

Unfortunately, there are not many options to resort to. Due to the limited resources available to the education

section, the teacher has nothing to rely on except the board and the textbook.

T11 and T7 emphasized that textbooks are often the primary or sometimes the sole resource, primarily emphasizing grammar and reading, while neglecting the development of speaking skills. As EES7 remarked:

The textbook is the only source for language teaching. However, the textbook is insufficient for teaching students' oral skills.

EES14 added:

English language textbooks should be designed to develop all four language skills rather than being limited to just the reading and writing skills, as is often the case with current materials.

The absence of visual aids or interactive tools, limits dynamic, engaging instruction and hinders the development of oral proficiency as highlighted by T12:

Unfortunately, there is only the textbook; there are no projection screens, no boards or drawings... .

4.1.2. Top-Down Material Provision

Top-down material provision limits teachers' flexibility. T5, T3, and EES7 noted that reliance on curriculum and strict resources hinder teachers' ability to address diverse student needs. EES14 added:

Teachers do not choose educational materials. The educational materials are provided to the teacher by the Ministry of Education and relevant stakeholders in this field.

T16 emphasized the importance of feedback, stating:

If books are offered for teaching English, they should be presented to teachers as a model or draft to gather their opinions on the book to avoid mistakes or allow them to voice their opinions in the educational process.

Incorporating educator input can improve resource relevance and effectiveness, foster ownership and enhance teaching practice. Currently, this top-down approach constrains teachers, affecting student engagement and learning outcomes.

4.1.3. Constraints in Educational Practices and Materials

Limited autonomy and inadequate technology hinder modern, tailored teaching. Reliance on traditional methods remains, making many educators see current practices as ineffective and negatively affecting students' speaking skills and language proficiency.

Teachers face significant restrictions in selecting instructional materials, limiting their ability to engage students effectively. T19 explained:

As teachers, we are not free to select educational materials; we are obliged to adhere to the existing curriculum. I am bound to the lessons available, and we cannot go beyond the scope of the lesson

In our findings, participants have emphasized the importance of teacher input, highlighting the need for more autonomy. It is believed that rigidity often leads to student disengagement because mandated content may not suit their interests or learning styles. Overall, enhancing teacher involvement in material selection is crucial to create more engaging and effective learning environments. T16 stated:

If there are books offered for teaching English, they should be presented to teachers as a model or draft to gather their opinions on the book to avoid mistakes or allow them to voice their opinions in the educational process.

EES1, T5, T19, and T17 highlighted that current curricula often misalign with students' developmental levels and interests. EES1 emphasized:

The curricula must be organized in a way that aligns with students' developmental and psychological levels.

The curricula often misalign with the students' developmental levels and interests which negatively impacts the students' language skills development, especially speaking skills. That said, there's an urgent need for a more engaging, specialized curricula tailored to students' interests and essential skills. In so doing, T11 highlighted:

The main reason for the lack of this skill in the region is the creation of a local curricula by individuals who are not specialists in curriculum writing, and negatively affects the students' speaking skills

Inadequate technological resources heavily impact education. T19 stated:

The teacher is compelled to use traditional methods due to the lack of supportive educational means such as technological resources.

T6 emphasized:

In light of technological advancements, the use of visual and audio aids has become essential for acquiring any language.

The absence of modern resources limits innovative teaching and hinders effective learning, highlighting the urgent need for schools to invest in technology to create more interactive, engaging classrooms.

The reliance on traditional methods in language teaching significantly affects the learning process, as noted by several teachers, including T6, who remarked that:

Most teachers still rely on traditional methods such as reading, translation, and a focus on grammar.

This dependence on out-dated techniques contrasts sharply with the needs of today's students. T17 emphasized this disparity, stating:

Especially this generation is a tech-savvy one, and we are still using primitive methods today. We want to keep up with technology.

This highlights a strong need to modernize teaching methods, aligning them with students' interests and leveraging their technological skills to better engage today's learners.

Many educators highlighted the ineffectiveness of current teaching practices. T2 stated:

Current educational practices have a weak impact on developing speaking skills.

while T17 added:

The effectiveness of current educational practices is non-existent. Because language is a practice, we do not practice listening skills, nor do we engage in speaking practice.

The low quality of textbooks further exacerbates these challenges, with T15 expressing frustration that:

There is no effectiveness in current educational practices due to the poor quality of textbooks.

This inadequacy is underscored by T16 that:

Current educational practices are not effective at all, evidenced by the fact that most students finish high school without being able to construct a proper sentence or read a full text correctly.

Moreover, the insufficient teacher training complicates the situation as T19 lamented:

There is a lack of training courses for teachers... The trainer who provides courses for teachers is not qualified to train teachers.

EES1 stressed the need to improve curricula to address oral skills, calling on authorities to act:

We must prioritize the enhancement of our curricula to better address the oral skills needs of our students... .

I hope that the responsible authorities, such as the Education Authority and the Curriculum design department will address this problem.

Overall, ineffective methods, poor resources, and limited training hinder language development, requiring a comprehensive reform of teaching strategies, resources, and teacher support to improve outcomes.

4.2. Curriculum and Material Reforms for Oral Skill Development

Educators consistently emphasized the need to reform curricula and materials to better develop speaking skills. T5 described the current curriculum as “poor in practice opportunities,” while T19 highlighted that:

Changing the curriculum is very necessary, as the administration must update it to keep pace with modernity...

T16 and EES14 called for a comprehensive curriculum covering all four skills and integrating speaking and listening into assessments. As T2 noted:

We hope the curriculum encompasses all essential aspects of learning English. For example, the new book lacks activities aimed at developing speaking skills. Future revisions should focus on making the curriculum more comprehensive and effective, ultimately benefiting both students and teachers.

T4 stressed the importance of allocating more time for speech practice, highlighting the limited available time as a significant challenge:

I recommend allocating enough time to practice speech skills, but we suffer from a lack of time and a commitment to finish the book allocated in the curriculum.

Participants also advocated supplementing curricula with listening components and technology, with

EES7 emphasizing:

The textbook should be supplemented with listening skills since listening improves students' oral skills.... Integrating technology with education, especially to support listening skills, is crucial, as listening enhances students' speaking and language abilities.

T12 recommending the use of visual aids:

Other reforms should involve updating textbooks and curricula to ensure balanced content for all levels, complemented by auditory and listening resources aimed at enhancing listening and speaking skills.

T9 highlighted the value of real-life, interaction-based activities outside textbooks to enhance speaking and listening. T9 stated:

There should be activities outside the scope of the book to help students communicate with their environment. Engaging the students in conversations about topics outside the textbook can support their listening and speaking skills.

Overall, these insights suggest the need for balanced, resource-supported curricula focused on practical speaking and listening practice to elevate language skills effectively.

4.3. Embracing Modern Teaching Methods and Technologies

Rojava's EFL educators strongly emphasized leveraging technology to improve language learning.

T12 suggested:

Curricula should also be made accessible through modern platforms, such as YouTube, allowing students to revisit lessons anytime and anywhere they choose.

T13, T15, T16, and EES14 advocated for adopting innovative, tech-based teaching methods, with T13 urging:

Change the methods of delivering lessons, where teachers should adopt modern teaching methods, such as integrating technology into education, which would be better for student understanding.

Infrastructure and resources were also prioritized, with T8 saying:

I hope there will be modern educational resources, whether laptops, cassette players, projectors, speakers, or any resources that help the student

T6 stressing that the Ministry must equip schools to support language development, especially through online tools. T6 added:

With the advancement of the internet and technology, it has become easier to learn any language.... Through technology, one can interact with applications that aid in learning English, especially in listening skills.

Finally, T5 highlighted the importance of engaging, interactive practices such as “teaching through play” and discussing daily topics to enrich speaking skills. T5 suggested:

I advise teachers to make individual efforts, such as teaching students through play or assigning them daily topics and discussing these topics with them.

Overall, integrating technology, improving resources, and adopting diverse, interactive methods are essential for advancing language education.

4.4. Upgrading Teacher Qualifications and Compensation

Educators stressed the importance of upgrading teacher qualifications and support. T17, T18, T19, T21, EES14, and EES22 highlighted that effective language instruction depends on comprehensive training. EES14 emphasized, “Teachers must receive adequate training,” and EES1 added that strengthening teachers’ skills in oral communication and creating engaging classrooms are vital. They stressed that qualified trainers are essential for impactful professional development. EES1 noted:

Teachers must receive adequate training to effectively convey oral information and enhance students' listening skills. Increasing the availability of training courses and implementing what is learned in the classroom is essential.

Many teachers face low pay and multiple jobs, as T2, T3, T16, T20, and T17 pointed out, which hampers their focus and effectiveness. T2 noted:

Due to low salaries in education, teachers are often compelled to take on one or even two additional jobs to provide a decent life for themselves and their families. This situation prevents them from dedicating full attention to their teaching responsibilities, as they become preoccupied with financial concerns. Ensuring a fair and adequate livelihood for teachers is essential so they can fulfill their educational duties effectively and with the focus they deserve.

T3 emphasized that psychological stability and interest from students and parents are crucial; instability and lack of motivation hinder teaching. T3 detected:

Teachers’ psychological instability hampers their ability to dedicate sufficient time and effort to teaching the language and developing oral skills. This challenge is compounded by limited oral proficiency and a lack of interest from students, parents, and colleagues, further hindering effective instruction.

Most educators called for targeted language training, especially in speaking, as university education often lacks oral skills. T4 stated:

In the beginning, the teachers must undergo oral courses because they did not learn oral skills during their university education.

T6 stressed that universities and training centers must better prepare teachers with essential language skills.

T6 proposed:

We should emphasize the importance of universities and teacher training centers and their role in preparing new teachers according to language skills.

Finally, participants emphasized that supportive environments are crucial for teachers to speak English

naturally, highlighting the need for proper conditions to foster oral language use in classrooms.

In summary, developing EFL speaking skills in Rojava's secondary schools is crucial but faces challenges like resource shortages, textbook reliance, curriculum misalignment, and limited tech infrastructure. Current methods focus too much on memorization, neglecting interactive speaking and listening exercises. Improving teacher qualifications, offering incentives, and adopting more dynamic, resourceful approaches are essential. These efforts can foster engaging, effective language learning and better support students' speaking proficiency.

5. Discussion

This study underscores the critical need for resource diversity and updated policies to improve EFL speaking skills in Rojava. The literature underscores that structural constraints and resource limitations significantly impact the effectiveness of EFL speaking instruction, a finding clearly reflected in the current research. According to prior studies, reliance on textbooks, especially when used as the main or sole resource, limits opportunities for authentic and communicative language use (Allen, 2008; Richards, 2001). The research findings reinforce this, with teachers like T11 and T7 emphasizing that textbooks predominantly focus on grammar and reading, neglecting speaking skills. Teachers also face systemic restrictions due to top-down curriculum provision, limiting their flexibility to adapt materials to students' interests, which reduces motivation and engagement, a concern echoed by teachers in both literature and the study, such as T16 and T19.

Furthermore, resource constraints, including lack of technological tools and reliance on traditional teaching methods, hamper the adoption of engaging, learner-centered pedagogies like task-based learning or communicative approaches (Gilmore, 2007; Long & Crookes, 1992). Participants like T6 and T17 confirmed this by noting ongoing dependence on outdated methods, which do not meet students' needs, especially in today's digital age. The findings also align with previous research indicating that curriculum misalignment with students' developmental levels and interests diminishes motivation and impairs speaking skill development (Leong et al., 2011; Poedjiastutie, 2019). The teachers' observations such as T12 and T19 highlight the disconnect between curriculum content and learners' real-world language use, further emphasizing structural issues.

The research additionally reveals that ongoing reliance on traditional, teacher-centered practices results in ineffective language instruction, a point consistently noted in the literature (Fareh, 2010). Teachers like T2

and T17 described current practices as inadequate in fostering active speaking. The lack of proper teacher training exacerbates this problem, with many educators feeling unprepared to implement modern or communicative methodologies (T19; EES1).

The current research findings closely align with existing literature on resource limitations and technological gaps hindering modern language teaching. Prior studies emphasize that inadequate access to technological tools such as computers, internet, and multimedia resources restricts teachers' ability to implement interactive and authentic language activities (Bax, 2003; Chapelle & Sauro, 2017). Similarly, the findings from this study reveal that educators in Rojava depend heavily on textbooks and traditional methods due to infrastructural deficiencies, which constrains their capacity to foster engaging speaking practices. Teachers like T11 and T7 highlighted that textbooks focus predominantly on grammar and reading, neglecting speaking skills, and the absence of visual aids or multimedia tools further limits dynamic instruction. Ultimately, systemic efforts to diversify resources, upgrade infrastructure, and empower teachers are essential for cultivating oral proficiency in resource-limited settings like Rojava.

The literature also underscores the importance of integrating technology to support communicative competence, with suggestions such as online platforms, multimedia, and mobile-assisted activities (Godwin-Jones, 2011). Participants in this study advocated for technological enhancements platforms like YouTube and online applications to make lessons more engaging and accessible beyond the classroom. Teachers emphasized the need to equip schools with modern resources like laptops, projectors, and audio tools, aligning with the wider consensus that infrastructural development is essential for adopting innovative pedagogies.

Furthermore, the research confirms that resource limitations often lead to persistent reliance on teacher-centered, textbook-based instruction, which diminishes opportunities for spontaneous, meaningful speaking practice an issue repeatedly noted in the literature (Fareh, 2010). Teachers also expressed a strong desire to adopt modern, interactive methods such as teaching through play or discussions on daily topics, but face systemic barriers, including lack of support and infrastructure. The literature advocates for these reforms, highlighting that upgrading teacher qualifications, providing targeted training, and improving working conditions are crucial to enhancing oral skills (Leong et al., 2011; T3).

Overall, both the literature and the current findings emphasize the urgent need for systemic reforms such as increasing teacher autonomy, diversifying resources, integrating technology, and updating curricula to create engaging, authentic speaking opportunities. Addressing infrastructural and resource deficits is

crucial, as these barriers significantly hinder the adoption of modern, learner-centered methodologies. Through targeted investments in infrastructure, technology, and teacher development, it is possible to transform EFL instruction in resource-constrained environments like Rojava, ultimately enhancing students' oral proficiency and the overall quality of language education.

5.1. Pedagogical Recommendations

To enhance EFL speaking skills in resource-limited settings like Rojava, a comprehensive approach is essential. This includes diversifying instructional resources by incorporating authentic materials and multimedia tools to create engaging, learner-centered environments. Teachers should be empowered through ongoing professional development that fosters autonomy and equips them with innovative pedagogies such as task-based and communicative approaches. Curricula should be revised to ensure relevance and cultural authenticity, encouraging activities that resonate with students' interests and backgrounds. Additionally, investing in infrastructure and technology is crucial for integrating multimedia resources and online platforms. Institutional support and flexible policies are needed to enable teachers to adapt and innovate freely. Finally, community and cultural engagement can provide authentic contexts for speaking practice outside the classroom, further motivating learners and enriching their communicative competence. Collectively, these strategies can foster a dynamic, responsive, and effective language learning environment.

6. Conclusion

In conclusion, this study highlights the significant challenges and opportunities in developing EFL speaking skills within Rojava's secondary schools. Despite recognizing the importance of oral proficiency, current instructional practices are hindered by resource shortages, heavy reliance on textbooks, curriculum misalignment, and limited technological infrastructure. The prevalent focus on memorization limits students' opportunities for authentic, interactive language use. To address these issues, enhancing teacher qualifications, providing incentives, and adopting innovative, resourceful teaching strategies are critical. Implementing these changes can create more engaging, effective learning environments that better support students' speaking development and contribute to overall language proficiency. These findings offer valuable insights for policymakers and curriculum developers aiming to improve EFL education in the region.

7. Limitations and Future Research

This study focused on specific urban areas in Rojava due to security concerns, which limited the ability to generalize the findings to all EFL learners in NES. Its qualitative approach provided valuable

insights into the specific context, but it also faced limitations such as potential researcher bias, social desirability effects, and resource constraints that prevented broader regional or quantitative analysis. Consequently, the scope was restricted, and the findings may not fully represent the diverse experiences of EFL learners in different areas.

The research concentrated solely on speaking skills among upper secondary students, thereby overlooking the development of listening, reading, and writing skills. To gain a more comprehensive understanding, future studies should adopt mixed methods, combining classroom observations, interviews, questionnaires, and including both primary and secondary education levels. Addressing resource and logistical challenges in subsequent research, along with integrating qualitative and quantitative approaches, is crucial for a holistic understanding of EFL learners' speaking abilities and overall language development throughout the education system.

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