



**UNDERGRADUATE RESEARCH
PROJECT**



**The Impact of Plagiarism and Its Consequences among
Kurdish EFL Students**

Submitted in partial fulfillment of the requirements for the degree of
Bachelor of Arts at Salahaddin University, College of Education –
English Department

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Certification

I certify that this study was prepared by (**Zina Azad Rashid**) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature:

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When you want to accomplish something, you look for the best way for achieving it, but when you realize that there is someone who is an expert and proficient as a supporter and supports you, you start what you want to do optimistically and confidently. I consider myself the luckiest because there was someone like Mr. Rizgar M. Qasim who spent a lot of his time supporting and giving me instructions, and the way he stood with me and helped me must be followed by other teachers who are going to teach the new generation, because he is an ideal role model and I would like to express my great appreciation for all his hard work and efforts for helping me writing and completing this research.

Abstract

The role of English in the current social, political and commercial environments has increased significantly as a global media for communication. The English language has become internationally spread with the advances of information technology in different fields of society. The English language is a foreign language for Kurdish students; hence, in Kurdistan, English has been taught as one of the core classes in the Educational System (i.e., schools and universities). Nevertheless, students still have difficulties achieving productive skills, mainly writing skills and academic writing without plagiarizing from other sources for the tasks they have been assigned for. Therefore, this research project aims at investigating the impact of plagiarism on Kurdish EFL students at Salahaddin University-Erbil, and the consequences it leaves on students. The results have been discussed and several solutions and pedagogical implications have been proposed.

Keywords: Teaching, plagiarism, Kurdish EFL students, academic writing

Chapter One: Introduction

1.1. Background

In language learning, the four skills that are important to be mastered are listening, speaking, reading, and writing; they are complementary to one another (Aydoğan and Akbarov, 2014). Milne (2017) states that to realize these four basic language skills throughout learning a replacement language is to surround yourself with English, create English as an area of your life reception, work, and free time. However, one of the essential skills in language production is writing. Moreover, most English as a second language/Foreign language (ESL/EFL) students face so many problems and challenges in writing because of being a complex language skill (Ashraf, Bilal and Fareed, 2016). According to the website The Graide Network (2019), students should care more about writing skill because as it is stated that writing is a challenging and vital part of target language (TL). When a teacher gives assignments about writing an essay or even a short paragraph, students try to search it on the internet. They copy-paste the information without knowing it is plagiarism, and it has consequences and penalties.

1.2. The Scope of the Study

The purpose of the current study is to investigate the impacts of plagiarism on the university level on Kurdish EFL students and its consequences, proposed solutions and pedagogical implications. The population sample is Kurdish EFL students. This project is being conducted during the last year of the student's year (i.e., bachelor's degree lasts for four years). The data collection is taken place at College of Education, the English Department at Salahaddin University.

1.3. The Problem

Plagiarism is copying the exact information without giving credit to the author or the source that the information is taken from (Lipka, Prettenhofer and Stein, 2010). The effects of plagiarism and its consequences destroy the reputation of the students who are using it without mentioning the source. Several practitioners agree that plagiarism could be a growing downside and that they believe the internet is partially accountable due to making it simple (Batane, 2010).

Several studies have been conducted on the nature of plagiarism by students, why do most of the students around the world plagiarize contexts or any particular assignments, and how serious the issue is (Park, 2003).

1.4. The Aim of the Research

Therefore, this analytic paper aims to investigate the phenomenon of plagiarism, the reasons and the consequences of it among students in Salahaddin University, College of Education. Thus, the following research questions are being addressed:

1. What are the reasons of behind students plagiarizing?
2. In the Kurdistan Educational System, are there any consequences or penalties for plagiarism?
3. How ubiquitous is plagiarism among Kurdish EFL students?
4. When plagiarizing, are there any good impacts on Kurdish EFL students?

1.5. The Significance of the Research

Many students struggle when it comes to writing skills in any languages. Specifically, Kurdish EFL students during writing process in English language. Research shows that (Mahmood, 2021) writing skill is considered as one of the

difficult skills to develop; therefore, the only way they turn to is plagiarizing. Hence, this research project aims to define what plagiarism is, the reasons behind Kurdish EFL students, its consequences, and its influence on Kurdish EFL students. The findings of this study will benefit Kurdish EFL students with getting to know the cons and unethicity of plagiarizing and its penalties. Furthermore, it can be used by teachers as well as researchers to have a better understanding of the factors behind students' plagiarizing attempts at University level.

Chapter Two: Review of the Related Literature

2.1. *The Impacts of Plagiarism*

As it is known that plagiarism has many definitions, and one of them is stated that plagiarism means presenting somebody else's ideas or work as your own. Also, Plagiarism may be deliberate, accidental, or perhaps both. Eret and Gokmenoglu (2010) state that plagiarism is a growing concern that is widely characterized in the literature as "literary theft" and "academic dishonesty," and it is critical to be well-informed on this subject in order to avoid the issue and adhere to ethical norms. Smith (2005) examines that the belief of plagiarism is a wrongful or even an illegal act intending to harm the author is aligned to the manner in which copyright laws discourage violations of the copyright rule. There are many types of plagiarism. According to the website of ManontheLam.com (2019), the most common type of plagiarism is *Direct Plagiarism*, in which the person or the plagiarist takes the work or the idea of the author/person word-to-word without any change or without mentioning/giving credit to the writer/person. Another one is pointed out about the types of plagiarism, and it is called *Mosaic Plagiarism*, which is when you use some phrases without citation or referencing the author/writer. Also, paraphrasing is widely spread, which means a person took someone else's work and simply changed the words into his/her own words with mentioning the author/writer's name. Furthermore, another type is mentioned in ManontheLam.com (2019), *Accidental Plagiarism* is when the person copies or paraphrases someone else's work unintentionally. These types of plagiarism are widespread among students, especially among Kurdish students, because in Kurdistan - Iraq, the English language is a foreign language; also, it is because there are no consequences for that or reviewing to see if they are plagiarizing or not! Students plagiarize which has a significant influence and impact upon their skills of writing which still it is due to

not having a punishment or consequence upon them. Plagiarism by students is a moral maze because it raises important ethical and moral questions about good/bad or right/wrong behavior and about acceptable/unacceptable practices (Park, 2003). According to Batane (2010) that student plagiarism may take several types, including wrong attribution and blatant copying of someone else's ideas and jobs. Also, plagiarism is not only occurring or happening among students; it is also happening between journalists, people in business... etc., and mostly in literature, but the focus is on student plagiarism, and it has many reasons for it why! Moreover, plagiarists from long ago have been plagiarizing through journals, books, articles and so on. However, since nowadays the internet is the easiest way to plagiarize and take people's ideas and make them your own, the internet is the most popular one. Once more, Batane (2010) found that plagiarism affects not only individual students but also the integrity of the establishment as an entire and, therefore, the quality of its merchandise.

2.2. The Consequences of Plagiarism

Plagiarism in colleges can be deliberate or accidental, but it almost always has serious consequences (George, 2021). According to ManontheLam.com (2019), when we do not want to do proper analysis or use our mind to produce something unique, we prefer to copy knowledge and incorporate it into our work. Moreover, plagiarism is done due to so many reasons, and one of the reasons is laziness, which is the most common one because most students or people are way too lazy to search up for the information they need to include in their research or writing assignments; therefore they try to copy whatever is on the internet, whether it is for being lazy or wanting to have good grades, or according to the same website, it is because they are deceiving themselves into believing that they are not getting caught. As the types

of plagiarism were mentioned in the previous paragraphs, each one has its own consequences, and it can differ from a professional to another; for example, the consequences are differing from students to researchers or other professionals. In this research, only consequences for students are mentioned. Creutz (2010) investigates that most forms of plagiarism are classified as misdemeanors, punishable with penalties ranging starts from \$100 to \$500 — as well as up to a year in prison. However, it differs for students, for example, in *Accidental Plagiarism*, as George (2021) examines that the majority of colleges would either lower your grade or fail you for the course. You will also be asked to participate in a course on plagiarism and how to avoid it. You could be put on administrative suspension at certain universities. The other type of plagiarism is *Deliberate Plagiarism* that is intentionally done by students. The consequence for it is that you will most likely miss the task or course, face administrative action, and perhaps be suspended. Most colleges, if they find that you have copied precisely like their idea, without in-text citation, then most probably you are getting expelled as a consequence for plagiarizing directly and making it your own.

Chapter Three: Research Methodology

3.1. Design

This is a focused group study among Salahaddin University students of English Department. To collect data a mixed-method was used: *qualitative* and *quantitative* methodologies by administrating on ground and online survey questionnaire with Kurdish students and ‘focused’ on their perception of plagiarism, its consequences, and impacts. *Qualitative* research is one type of research that focuses on gathering and getting data through open-ended questions and informal communication. On the other hand, *quantitative* research or methodology focuses on measurement and uses numerical data.

3.2. Participant and Context

The participants were from several colleges and departments at Salahuddin University in Kurdistan region. In total, 20 students (11 females and nine males) were either in the first–year to fourth–year in their studies. The age range was from 18 to 35. They took part in answering the questionnaire.

3.3. The Tool/Instrument

To collect data, a survey questionnaire was implemented. A mixed – methods (i.e., *qualitative* and *quantitative*) was administrated. The questionnaire was given to the students to collect data on how much they care about the importance of plagiarism, and how often they use it and find out if they use citations when they plagiarize. (See the appendix)

3.4. Validity and Reliability

Validity and Reliability are two hypotheses used to know the quality of the research and know how valid and reliable the research is. According to Golafshani(2003), reliability is trustable to the degree that the findings remain stable over time and that the overall population under observation is accurately represented, the study results are references to reliability, and the test instrument is considered trustworthy if they can be repeated using identical methodologies. “Validity determines whether or not the analysis actually measures that it absolutely was meant to measure or however truthful the analyzed results are” (Golafshani, 2003, P.3). This study takes into account some aspects and areas of reliability and validity as very relevant and significant. The areas are the Literature of the research and the Objective of the study.

3.5. Procedure of Data Collection

The data were collected through a written online survey questionnaire. Data were collected among students in the first to the fourth stages from the different colleges of Salahuddin University. Different terms were explained for the students when they were having difficulties understanding the questions and used two different languages, Kurdish and English for the participants to understand clearer and better.

3.6. Data Analysis

After the process of collecting data, two types of data were collected, *quantitative* and *qualitative*. The quantitative data were coded and entered into Microsoft Excel Worksheet for the analysis purpose.

Chapter Four: Results

Data analysis is the process of analyzing data, and the information the researcher or someone has collected, which can be statistical or a logical idea. The collected data were analyzed and explained according to the items in the questionnaire survey. Based on the items in the questionnaire three themes were extracted.

4.1. Plagiarism Knowledge

According to the analyzed data based on one of the items in the survey questionnaire (i.e., if the participants knew about plagiarism and their definition of plagiarism), 94.7% of the participants responded yes, and 5.2% of the participants indicated that they had no information about what plagiarism is. In addition to that most of the participants had an idea and knew about plagiarism, and they defined plagiarism in various ways, such as:

D* = Definition.

D1: “Plagiarism is the representation of another author's language, thoughts, ideas, or expressions as one's own original work.”

D2: “Basically, copying or stealing someone else's writing without referencing them.”

D3: “Plagiarism is using someone’s work and get benefit from it without paraphrasing it, that is copying and pasting the text.”

4.2. Citation

In the survey questionnaire some items were investigating whether the participants cite the sources which they obtain the information from. The analyzed data showed that although a 100% of the participants indicated that they do actually

take sources from online and write people's sentences and words in their own assignments or essays or even research to make it look more academic, 94.7% of the participants mentioned that they do cite, and 5.4% of the participants expressed that they do not cite, and it goes to the frame of plagiarizing. Hence, plagiarism is a serious phenomenon among students, but the analyzed data showed a positive result.

In one of the statements the participants were asked if they ask for help for citation. According to the analyzed data, 21% participants ask for help from tutors, 52.6% ask for help from their friends, and 26.3% of the them do not ask for help from anyone and do cite on their own.

4.3. Reasons to Plagiarize

Another question was asked to the participants what were the reasons for students to plagiarize:

R* = Response

R1: "the reason for students to plagiarize is laziness."

R2: "it is an easy way to get their papers done."

R3: "to obtain high grades or just to pass."

R4: "maybe they have difficulty finding sources or lack of confidence to work on the own, or even maybe they are sloppy."

R5: "lack of creativity and critical thinking among the majority of students, and there are also no consequences for plagiarizing."

4.4. Opinion

Two other questions were asked to the students, one was their opinions and ideas of what kind of consequence for the first offense of plagiarism should be, and the second one was how to prevent students from plagiarism:

For the first question of consequences for plagiarizing, the answers in percentage were: 52.6% of the participants agreed on warning the students first as a consequence to avoid plagiarism, and 21% of the participants agreed on the mark of zero for all the modules as a consequence for students to avoid plagiarism. In addition to that, 5.2% of the participants agreed on failing the student. Furthermore, 26.3% of the participants agreed on retaking the assignment and giving the students another chance. Whereas, 10.5% of the participants agreed on marking their assignments zero and taking no resubmissions.

For the second question of providing a way for students to avoid Plagiarism, the participants' answers and responses were:

R1: "Provide means of which a student can learn how to properly write an essay report or research and provide proper education on plagiarism culture."

R2: "Awareness is the most important step. As well as teaching students how to cite and reference original authors."

R3: "Change the study system to not depend on marks."

R4: "They have to learn how to write academically, and they have to learn how to paraphrase and cite properly."

R5: "To avoid Plagiarism, they should indicate the sources that they have received the information from."

The collected data above prove that plagiarism, as well as its consequences have effects on students particularly Kurdish EFL students, and it shows that most of them do cite. To some of the participants, the usage of plagiarism has its own significance.

Chapter Five: Discussion

The aim of this study is to investigate Kurdish students' awareness and understanding of plagiarism at Salahuddin University-Erbil to determine the existence of plagiarism guidelines, detection tools, and effectiveness and its impacts on the faculty and colleges' detection systems and processes. Moreover, the first two items of the questionnaire for the purpose of finding out information about the existence of plagiarism in the education curriculum. As it can be noticed in section 3.6 of Data Analysis, most participants have knowledge about plagiarism and what it is. Also, 100% of the participants take sources throughout the net and use other authors' ideas and sentences, but 94.7% of the participants use citation, and 5.2% of the participants do not use citation. This information signifies that the participants take plagiarism as a significant way to obtain information and that they take it seriously. Consequently, teachers should pay great attention to teach students how to write academically and teach students how to cite and mention the authors' names while plagiarizing in order not to face any consequences.

Moreover, more than 50% of the participants agreed on warning the student of plagiarizing and thought that giving them another chance to redo their assignment will help them know about the consequences of plagiarizing. They might get zero for their modules.

To sum up, teachers or tutors should take great care on teaching students about plagiarism. Since most of the participants agreed on providing a way for students to learn how to write an essay or do a report academically, and how students are using plagiarism to obtain a higher grade, which leads them to copy without citing.

Chapter Six: Conclusion and Recommendations

6.1. Conclusion

The aim of the study is to show the importance of plagiarism as both sides of positivity as an impact of the students' writing skill as well as the negative side for them facing the consequences for plagiarizing without citation or giving credit to the author. There is no doubt that learning 'Writing Skills' is one of the important language skills (i.e., listening, speaking, reading, and writing), and it is challenging. Throughout the findings of this study, all around our region, Kurdistan, it can be said that all the universities and colleges should pay special attention to writing academically and use citation on reports, essay papers, and every minor source they take out to give a greater look to their assignments.

After the analyzed data, the following conclusions are drawn and presented:

1. Plagiarism is a common phenomenon among Kurdish students at the university level.
2. students need to be trained more on citing the used sources properly.
3. The consequences of plagiarism is not outlined and no actions are taken upon the students' plagiarized work.

6.2. Recommendation

English is a foreign language in our region and country Iraqi - Kurdistan, and the education curriculum is not putting so much effort on teaching writing academically, and not to plagiarize while writing and to cite the authors' names and giving credit, it is recommended to put consequences of plagiarizing not only upon students but also upon teachers or Ph.D. students, and to avoid plagiarizing and depend on themselves more than depending on the internet or books. Also, it is

noticed in the very first beginning of our journey as a student of Salahaddin University to write research, it was tough for us to know how to do citation. Therefore, it is imperative to focus on having a class about citation and teaching them to give credit. For the future research projects, the topic of plagiarism can be explored and examined more from different perspectives, for instance, collecting the actual students' writing assignments and check the amount of plagiarism and find suitable solutions for them not to plagiarize.

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Appendix:

Gender

- Female
 Male
 Prefer not to say

رہگہز :

- مئ
 نیر
 دہمہویں شار اوہ بی

Age:

- 18 – 24
 25 – 34
 35 – 50
 50 +

تہمہن:

- ۲۴ - ۱۸
 ۳۴ - ۲۵
 ۵۰ - ۳۵
 + ۵۰

University and Department:

زانکۆ و بەش:

Stage:

- First
 Second
 Third
 Fourth
 Masters' Student
 Others:

قوناغ:

- یەکمەم
 دووہم
 سێیہم
 چوارہم
 قوتابی ماستەر

یاخود:

1. Do you know what is plagiarism?

Yes

No

۱. ئايا دەزانیت رامان دزین چیه؟

نهخیر

بەلێ

2. If you know, what do you think it is?

۲. ئەگەر دەزانیت، بەرای تو چیه؟

3. In your opinion, what is the reason for student to plagiarize?

۳. بە رای تو، قوتابی بو چی رامان دزی دهکات؟

4. Do you use words or sentences from articles or books when writing a paragraph, essay or research?

Yes

No

۴. ئايا وشه یان رسته له کتیب یان ئارتیکل دمرده هینیت کاتیک دارستن یاخود توێژینهوه دهنوسیت؟

نهخیر

بەلێ

5. If you do, do you cite or use quotation marks to mention the authors' or articles' names?

- Yes No

۵. ئاڧا كاتتېك ئەر ووشانە ياخود ئەر رستانە دەر دەھننېت يان بەكار يان دەھننېتەر نېشانە بە ناوی نووسەر ياخود بەلگە قسەكە دادەننېتەر؟

- بەلى نەخىر

6. If you do not cite or use quotation marks, why not?

۶. ئەگەر دايناننېتەر، بۇچى؟

7. Who would you ask for help about plagiarism or referencing?

- Tutor
 Lecturer
 Friend
 None of the above
 Others:

۷. زۆرىنەى جار داواى يارمەتى لە كى دەكەيت بۇ يامازە پېكردن بە ناوی نووسەر ياخود ئەر سايتەى زانيار يەكەت لىى دەرھنناوەر؟

مامۇستاي تايبەت

وانەبېز

ھاورى

ياخود:

8. What do you think the consequences for first offence of plagiarism could be?

- Warning
- Mark of zero for all modules
- Ejection
- Retake
- Mark zero and no resubmission

۸. رای تو چییه لسه سزا دانی نهوانه ی بو یه کهم جار رامن دزین ده کهم یا خود plagiarism ده کهم؟

- ناگدار کردنه
- سفر دانان لسه هموو بابه ته کان
- دهر کردن
- دووباره کردنه
- سفر دانان و دووباره پیشکش نه کردنه

9. What further support would you like to be provided to help students avoid plagiarism?

۹. به رای تو چ پشتگیریه که باشه بو قوتایی ترخان بکریت بو نهوه ی یار مهتی قوتابییان بدات کهوا رامن دزین /

plagiarism نه کهم؟

Abstract in Kurdish

پوخته

کاریگه‌ریه‌کانی ر‌امان د‌زین و د‌ه‌ر‌ه‌ن‌ه‌ن‌ج‌ام‌ه‌کانی له نیوان فیر‌خ‌وا‌زی کورد زمانی ئینگلیزی وه‌کو زمانی

بیانی

ر‌ۆ‌لی زمانی ئینگلیزی له بواری کۆمه‌لایه‌تی و سیاسی و بازرگانی به شیوه‌یه‌کی به‌ر‌چ‌او زیادی کردوه، که وه‌کو ئامراز‌یکی په‌یوه‌ندی جیهانی به‌کار‌د‌یت. به‌هۆی به‌ره‌و‌پ‌ی‌ش‌چ‌وونی ته‌کنه‌ل‌و‌ج‌یاوه له بواره جیا‌ج‌یا‌کانی کۆمه‌ل‌گا، زمانی ئینگلیزی له هه‌موو جیهان بلا‌و‌ب‌وته‌وه. بۆ قوتابیان کورد زمانی ئینگلیزی به‌کیکه له زمانه بیانیه‌کان، بۆیه له کوردستان ئینگلیزی بۆته وانیه‌کی سه‌ره‌کی له سیسته‌می خ‌و‌ین‌دن و په‌روه‌رده‌دا (له قوتابخانه‌کان و زانکۆکان). به‌لام له‌گه‌ڵ ئه‌وه‌ش‌دا، قوتابیان ر‌و‌به‌ر‌ووی به‌ره‌ه‌ه‌ست‌کاری ده‌بنه‌وه له گه‌یشتن به ئاستی لیهاتوویی له به‌شه‌کانی زمان، وه‌کو گو‌ی‌گرتن و قسه‌کردن و خ‌و‌ین‌دنه‌وه و نووسین، به‌لام نووسین به‌کیکه له‌و به‌شانه‌ی زمان که قوتابی به‌ته‌نها پشت به‌ستن به‌خۆی توشی بار‌گ‌رانیه‌کی زۆر ده‌بیته‌وه ئه‌گه‌ر خۆی به‌دوور ب‌گ‌ر‌یت له وه‌ر‌گرتنی زانیاری ده‌قاو ده‌ق له سه‌ر‌چ‌او‌ه‌کانی تر. بۆیه ئه‌م تو‌ی‌ز‌ینه‌ویه هه‌و‌ل‌ده‌دات له کاریگه‌ریه‌کانی ر‌امان د‌زین و د‌ه‌ر‌ه‌ن‌ه‌ن‌ج‌ام‌ه‌کانی له‌سه‌ر قوتابیان کورد له زانکۆی سه‌لا‌حه‌ددین ب‌کۆ‌له‌ته‌وه. ئه‌نج‌امی ئه‌م تو‌ی‌ز‌ینه‌ویه به‌تیر و ته‌سه‌لی له به‌شی گ‌فت‌و‌گۆ باس کراوه و چه‌ندین چاره‌سه‌ر و بیرو‌که‌ی پ‌ی‌ش‌ک‌ه‌ش کردوه، که له بواریه‌کانی فیر‌کردن ده‌توانرێ به‌کار‌به‌ی‌ندرین.