

Problems Students Face in Translating Discourse Markers from English into Kurdish

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ABSTRACT

This paper investigates the problems are found in the translation of discourse markers from English into Kurdish. One of the main problems that discourse markers cause for translators is that discourse markers may have various possible translation choices. Moreover, a discourse marker has many functions, i.e. it may have more than one function. It can be thus used to show a variety of relations between several written discourse parts. Accordingly, a translator has to decide the function that a discourse marker has in a definite context to give the correct translation. In this paper Fraser's Model of discourse markers analysis (1999) has been chosen for investigating discourse markers. As for the data analysis, four students of the Department of Translation at the University of Duhok have been chosen to translate the same text from English into Kurdish to show the difficulties in choosing the correct discourse markers in these four different translations. The results showed that there are no equivalents in choosing the correct discourse markers when translating them into Kurdish.

Keywords: Discourse markers, Grammatical category of discourse markers, Functions of discourse markers, Discourse markers in Kurdish, Fraser's (1999) Model.

1. Introduction

Discourse markers, henceforth (DMs), have long been the fundamental concern in pragmatics, referring to those elements in a discourse that shows practical meaning and help to communicate intentions. Linguists have assigned various terms to this linguistic phenomenon such as pragmatic expressions, cue words, discourse markers, discourse particles, discourse operators, and so on. However, DMs are most widely used. The current study adopts the term "discourse markers". DMs have a significant role to fulfill the communicative objectives of language in both spoken and written discourse. As stated by Kohlani (2010, 5), DMs' role in sentences is to link textual units bigger than the sentence and guide the text-receivers' interpretation of text according to the text-producers' communicative intentions.

2. Research Questions

This study tries to address the following questions:

- What are the problems that students face in the translation of DMs from English to Kurdish?
- Do both languages have equivalent DMs?

3. Aims of the Study

The present study aims to show the problems faced by the students of the Translation Department in translating DMs while translating texts from English into Kurdish.

4. Data Collection and Procedure

Four fourth-year students of Duhok University/ Translation Department who are Kurdish native speakers were chosen to translate the same text from English into Kurdish. The translations of the four students were checked out and the functions of DMs were identified. Then, the four translated texts were compared to show the problems students faced in choosing the correct Kurdish DMs in their texts. The translation was written by the students using the Kurdish orthographic writing system. The type of text has been chosen randomly since it contained many different DMs.

5. The Model

For studying and analyzing DMs, Fraser's (1999) Model has been adopted in this paper. Fraser classifies

DMs into two main classes: propositional DMs and non-propositional DMs. These are further divided into subclasses.

6. The Significant of the Study

In spite of the students' realization of the importance of DMs in language, the students cannot use them well in everyday writing, which indicates that more help, guidance and instruction from teachers are needed and in terms of the students, more attention and exercises are necessary in order to obtain the automatic application of these DMs.

7. Literature Review and the Definitions of DMs:

DMs have been extensively and widely studied in the last two decades. Researchers have developed many approaches to be applied to this subject. Their problematic and controversial nature was investigated by Fraser (1999). He indicated that DMs are studied by different researchers under variant labels. Nevertheless, he states that researchers agree that DMs are lexical expressions that serve to relate different parts of the discourse, however, they do not agree on how to define them and what functions they have.

Schourup (1999) proposes the same. He claims that there is no agreement on the fundamental issues related to the study of DMs. Linguists are not able to decide on the grammatical category of DMs or how to identify their class or what types of meaning they have. Therefore, DMs have been defined differently by different researchers. The first definition of the term discourse marker is that of Labov and Fanshel who discussed "well" considering it as a discourse marker. They stated that any DM refers backwards to topics that already have shared knowledge among participants (Labov and Fanshel, 1977: 932). The second definition of the term discourse marker is that by Ostman (1982, cited in Brinton, 1990 : 48), who points out that DMs are short items, often phonologically reduced or unstressed, which occur either outside the syntactic structure or attached to it.

Levinson (1983:87-88) refers to DMs as a unique class on their own merits and used to call them discourse "deictics" not markers. He proposes that many phrases and words are found in English which show the relation between a specific utterance and the preceding discourse. These include "however, in conclusion, therefore, but, anyway, on the contrary, still, etc. Schiffrin (1987:31) defines DMs as elements that are sequentially dependent and used to bracket units of talk. She points out that DMs mark the boundaries between the units of talk and split the text into a group of smaller units showing in addition to the relation among them.

Expressions such as "however, now, so, then, and well" are DMs according to Fraser (1990:383). They signal the sequential relation between the present message and the former discourse. DMs according to Stenstrom (1994:63) are used to mark the boundaries within the discourse, hold and organize the turn i.e., they help speakers in organizing the discourse, introducing and marking ends of topics, starting a conversation, introducing a digression, and marking a resumption of old topics. They also mark the end of a conversation.

Moreover, Chalker and Weiner (1998:119) stated that DMs are words or phrases that help to signal the direction in which language, particularly in a conversation, is going. For Takahara (1998a:327), DMs are devices that mark a sequential discourse relationship to show the boundaries within the discourse and the degree of cohesion, and also decide the information flow.

In short, DMs are the most significant glue or connective element that aid the writer to create both coherence and cohesion in a text while, by the same token, they help the reader see both symmetry and stylistic consistency in the discourse he reads.

8. Grammatical Category of DMs in English

There is often no agreement among scholars concerning the grammatical category of DMs. For example, Zwicky (1985: 302) states that DMs form a

unified linguistic class. In contrast, Fraser (1990: 6, 1999: 943 and 2009: 12), Brinton (1996: 34), Schourup (1999: 234) and Bazzanella (2006: 451) claim that DMs do not constitute a separate syntactic class, but are drawn primarily from different traditional categories. They constitute a heterogeneous set of forms which are difficult to place within a traditional word class. They have been variously considered as:

- Conjunctions such as (and, but, although, whereas etc).
- Adverbs (however, furthermore etc.)
- Prepositional phrases (after all, on the contrary, in spite of this/that, as a result of this/that, etc.)

9. Functions of DMs

Brinton (1996: 36ff) divided the function of DMs into two classes: the first set belongs to the textual mode of language and the second set belongs to the interpersonal mode of language (see Haliday and Matthiessen 2004: 30). Concerning the textual function, Brinton (1996: 37) and many other researchers state that DMs are used:

- to start and end discourse.
- to help the speaker take or give up the floor.
- as fillers to maintain the discourse or to hold the floor.
- to designate a fresh topic, a partial shift in topic.
- to represent either new or some old information.
- to signal a 'sequential dependence' to maintain the relevance of one clause to the preceding clause.
- to repair the discourse of a person or of the others.

As for the interpersonal function, Brinton (1996: 37f.) says that DMs are used:

- subjectively, to express anaphoric and cataphoric discourse
- interpersonally, to achieve familiarity between speaker and addressee.

10. Grammatical Category of DMs in Kurdish:

In Kurdish, DMs are known as (نیشانیین دمی). Unlike their English counterparts, Kurdish DMs constitute a unified syntactic class, i.e. conjunctions. They are

referred to as (نامرازین به ستنی)

Swani (2003: 46).

11. Conjunctions

In Kurdish, conjunctions have been defined differently by Kurdish linguists. First of all, Emin (1960: 146) states that conjunctions are those words which are used for joining words and clauses, i.e. a conjunction is a word or a phrase that plays a connective role in language (see also Kurdfiyiv 1970: 121).

According to Wehbi (1976: 19), a conjunction is a device that links two words or a group of words together. Moreover, Swani (2003 :45) points out that a conjunction is responsible for joining words, phrases, clauses and even paragraphs. Thus, types of sentences are formed by different conjunctions. .. For example (و) (بەڵێ،یان، و) (and or, but) are used to join two equal clauses together to form compound sentences, whereas words like

(دەمی، ژ بەر فێ چەندێ،چونکو) (because, for this reason, when) link a dependent clause with an independent one to make complex sentences. Ferhadi (2008: 192) points out that the concept denoted by the word conjunction indicates connecting clauses by using some linguistic expressions that are regarded as conjunctions. In other words, combining takes place when two or more equal clauses occur together and there is a syntactic and semantic relationship between them because of the existence of a conjunction

Tewfiq (2002: 199) lists some linguistic expressions that have a connective role which are considered conjunctions. These are;

و، یان، ئەگەر، ژ بەرکو، حەتا، فێجا، هوسا هەم، و هەروەسا، ل دەسپێکی،
(پشتی هەنکی، دەمی، پیاشی)

12. Types of Conjunctions in Kurdish

Ali (1992: 13ft) divided conjunctions in Kurdish into two classes: coordinating conjunctions and subordinating conjunctions.

12.1 Coordinating conjunctions

Ali (1992: 13) and Swani (2003: 52ft) define coordinators as those connectors that join two words,

13.2 Non-propositional DMs

They consist of a number of subclasses, as follow:

A. Discourse Structure Markers

These markers are used to frame the topic in terms of listing which indicates the beginning, the middle and the end of the given topic.

Finally, we will discuss the main policy implications of our findings.

They include of the following items: (once again, at the outset, finally, first/second, lastly, to start with, in the first place, next, moving right along).

B. Topic Change Markers:

These markers are used to mark that the utterance following constitutes a departure from the current topic.

I ran into Jim at the gym the other day. By the way, how is your training going? Are you still ...

This group includes: (with regard to, incidentally, to return to my point, just to update you, that reminds me of, to change the topic, before I forget, on a different note, by the way, while I think of it, back to my original point).

C. Discourse Activity Markers:

These markers are used to mark the writer's comment on the context of the preceding text. .

The meeting, **in short**, was a waste of time.

This type consists of: (in short, for instance, to illustrate, to explain, according to, for example, to interrupt, to clarify).

To answer the first question and clarify the use of DMs in this study, the following text is chosen for the analysis.

"Don't Support Nuclear Energy!"

"These days, it seems like everyone is worried about how the world will meet its energy demands when we have run out of oil **and** natural gas. Scientists **and** researchers are investigating such power sources as solar energy, wind energy **and** even energy from hot

rocks beneath the earth's surface. **However**, there is one energy source that I believe should not be developed any further. **In fact**, I believe that we should stop it as soon as possible. **Even though** nuclear power can provide the world with a source of electricity, it is not a good energy source **because** it is too expensive, the materials used in the power plants are not safe and there is

a general possibility of accidents. **Moreover**, nuclear power is not an economical power energy. Nuclear fuel is expensive; **therefore**, it must be taken out of the ground and transported great distances. **As** fuels are used up, they will become even more expensive just as oil and gas have.

In addition, nuclear power plants cost a lot of money to build **and** operate because of the great care that must be taken with safety. **Because** the people who work in nuclear power plants must be highly trained specialists, salaries for workers are high.

In addition to being expensive, nuclear materials are not safe. **When** uranium is taken out of the ground, radioactive gas is released. This is not safe for the miners. Uranium itself is **also** not safe **because of** its high radioactivity. **For this reason** people who work with nuclear fuels are at risk of cancer. **As** nuclear power plants run, they create nuclear waste. It is very radioactive **and** difficult to dispose **or** to store safely. **Thus**, no town wants nuclear waste buried nearby for good reason". (Zemarch and Rumisek, 2003: 99)

Text translated by Student 1:

"پشته‌فانیا وزا نه‌تومی نه‌که"

دقان روزاندا، هوسا دياره كو بويه جهه نه ناراميين لدهف همي كسان ژبهر چموا جيهان دي داخوازيين خو بجهنبيت ژ وزي دممي نمانا پمترول و گازا سروشتي. زانا و فمكولمر فمكولينا دكمن ل سهر ژيدهرين وزي ومكي وزا روژي و وزا هموي و خو همتا فمكولينا دكمن ل سهر وي وزا ژ بهرين گهرم دهين ل بن تيفكلي نهدري. دگهل هندی بنتي نيك ژيدهرين وزي هميه كو نهر هوسا هزر دكهم نابيت پتر بهيته پيشكهفتن. دراستيدا، نهر هوسا پيشبيني دكهم كو پيدقيه نهم ب راوستينين د زبترين دمدا. ل سه رهنديرا وزا نه‌تومي دشيت بو جيهاني ژيدهرين كارمبي دابين بگمت، بلعي ژيدهرين و زمكا باش نينه چونكي گهلمك يا ب گران به‌هايه، نهو مادين دهينه بكارنيان دجهين وزي دا

د پاراستی نین و دبیت بیهته نهگهړئ رویدانان. هر ووسا وزا نهتومی وزهکا نابوری نینه. سوتهمهغیا نهتومی یا گران بههابه، ژیر هندی دبیت بهیته دهرنیکستن ژ نهدی بهیته فهگوهاستن بو جهین دویر. ژیر مزاختنا سوتهمهغی دئ پتر ب گران بهها بن هر ووسکی پترول و گازی.

دگهل هندی، جهین وزا نهتومی گلمک پاره پی دهینه مزاختن بو ناقارن و ریقهبرنی ژیر چافدیرهکا باش کو دقیت ب دلنای بهیته نهجم دان. چونکی نهو کهسین کاردکن د جهین وزا نهتومی دا دقیت راهینهرین تایهتعمند بن د وی کاری دا، ژیرکو موجهین وان کریکاران پی بلنده.

ل سهر هندی کو یا ب گران بههابه، مادین نهتومی د پاراستی نین. ل دمی دهرنیکستن یورانیم ژ نهدی، غازا رادون دهینه بهردان. نهف چنده نیما پاراستی بو کریکارین کانان (جهین دهرنیکستن کانزایان). یورانیم ب خوژی نه کانزایمکی نارامه ژیر چالاکیا وئ یا زورا تیشک هافیتنی. ژیرکو نهو کهسین کاردکن ب سوتهمهغیا نهتومی مترسیدارن ب توشبونا پنجهشیرئ. دماوی کارکنی ل جهین وزا نهتومی، رادین ب دروستکرنا بهرمایکین نهتومی. گلمک یا برسقیداره و ب زحمته خو ژئ خلاص بکهی یان ب شوبیهکی دلنای عمبار بکهی. نهفچا چ باژیران نهقیت بهرمایکین نهتومی بهینه بن ناخکرن ل نیزیک وان ژبو نهگهړمکی دیارگری.

Text translated by Student 2:

"پشتگیریا ووزا نهتومی نهکه"

لقان دیمههیبان یا دیاره ههمی دخما هندی دانه کادئ جیهان خواستا خو یا ووزی چاوان دابینکت پستی غازا سروشتی نهمنیت. زانا و فکولر پی فهولینان لهر سرچاوین دی بین ووزئ دکن مینا ووزین هتافی و بای و هتا ووزا کهفرین گهرمین ژیر ری عردی. لئ سرچاومکی ووزئ هیهه کو نه دوی باومریدامه نابیت زیدتر پاره پی بهیته دان. براستی، نهز ووسا هزردهم کو پندقیه بزیرین ومخت براومینن. سهرای هندی کو ووزا نهتومی دشیت سرچاوی کاربا جیهانی دابینکت، لئ سرچاومکی ووزئ پی باش نینه چونکی گلمک گرانیهابه و نهو کهسین دنیستگههین کاربی دا دهینه بکار نینان د سلامت نینن و نهگهړین گشتی بین دروستبونا رویدانا هغه. هر ووسا ووزا نهتومی یا نابوری نینه. سوتهمهغیا نهتومی یا گرانیهابه ژیر هندی پندقیه ژ بن عردی بهیته دهرنیکستن و بو معوداین دور بهینه فهگوهاستن. و هر ومختی سوتهمهغی بتمامی دهینه مزاختن و نهمنین دئ هیشتا گرانیهاتر لیهت هر ووسکی گاز و پانزین گرانوبون.

هر ووسا ناقارن و کارپکرنا نیستگههین کاربی بین ووزا نهتومی تیچویهکا زور بو دقیت ژیر وئ چافدیریا مزنا کو پندقیه بسلامتی بو بهیته کرن، چونکی نهو کارمعدین لقان جوړه نیستگهها کار دکن پندقه باش بهینه مهشقدان و کهسینتین بسپور بن و موجین کارمعدان گلمک د بلندن.

زیدمباری گرانبا بهایی وئ، کهسینتین نهتومی بسلامت نینن، دمی یورانیم ژبن عردی دهینه دهرنیکستن غازا تیشکدرا نافکی دهینه دهردان و نهف ژبو کریکارین کانگهه یا بسلامت نینه. هر ووسا یورانیم بخو ژئ نه پی بسلامته ژیر تیشکدرا یا وی. ژیر فئ چندی نهو کهسین دبواری سوتهمهغیا نهتومی دا کار دکن مترسیا پنجهشیرئ لهر. دمی نیستگههین کاربی بین نهتومی کاردکن پاشماوین نهتومی لپشت خو دهیلن. گلمکا تیشکدرا و نهستهه بو بکار نینان و بسلامت عمارکنئ. ژیر هندی، چ دهفر و باژیرکا

نهقیت لدورماندور وان پاشماوین نهتومی بهینه بن ناخ کرن.

Text translated by Student 3:

"دزایمیا ووزیا نهتومی بکه"

ل فان دومههیبان، وکو دیار هر کهسک پی دلگرانه سهارت نهو چندی کانی دئ جیهان چوا هیزا پیدقی بدسته نهنیت دمی نهفت و گازا سروشتی نهمنیت. زانا و فکولر د مژوبلی دویچوونا سهرچوایی هیزی نه وک هیزا روژئ و هوای و هتاکو هیزا بهرین گهرم بین لهر روی نهردی. و بتنی زیدمکی هیزی هیهه کو ب هزارا من پندقیه نههینه بکار نینان. دراستی دا ب هزارا من پندقیه ب زویترین دم نه نهو چندی براوستینن. دگهل هندی کو ووزا نهتومی دشیدانیه بهیته زیدمکی ووزا کاربی بو جیهانی، لئ نهو نه زیدمکی باش پی هیزی به چونکو گلمک پی گرانه و نهو ماددهین د بنگههین کاربایی دا دهینه بکار نینان نه د بترسن و شیان رویدانان یا هه. زیدمباری نهو چندی ژئ گو هیزا نهتومی هیزمکا کاربایی یا نابوری نینه. نهفتا نهتومی یا گرانیهابه، ژیر وئ چندی پندقیه ژ نهدی بهیته دهرنیکستن و بو جهمکی دور بهیته فهگوهاستن. هر ووسکی بکار نینان کانزرایان. دئ ژ نهفت و گازان گرانتر لیهت.

زیدمباری نهو چندی ژئ کو بنگههین ووزا نهتومی ژبو افکارن و چافدانا زور یا کو پندقیه ب سلامتیه بهیته نهجمادان پندقی ب گلمک درافی هیهه. چونکی نهو کهسین ل دزگههین کاربایی بین نهتومی کار دکن پندقیه کهسینتین تایهتعمن بین گلمک شارما بن، و موجین کارکران ژئ پی بلنده. زیدمباری گرانئ، کهسینتین نهتومی نه د نهمنین. دمی یورانیم ژ نهدی دهینه دهرنیکستن، غازا رادیونیکتیف دهینه دهردان. و نهف چنده بو کانزایان یا بیترسن نینه. یورانیم بخو ژئ ژیر تیشکی چالاکیا وئ یا زور یا بیترسن نینه. ژیر فئ چمدیچ نهو کهسینتین کاریج وان دگهل کانزایچن نهتومی مترسیا شیرچنجی لهر. کارکرنا دزگههین نهتومی بهرمایکین نهتومی بهرمهمنین. نهف چنده ژئ گلمک یا دژوار و بزحمته کو کو خو ژئ خلاص بکین یان ژئ ب نیمنی کوگه بکین. و هوسا چ دهفران نهقیت کو بهرمایکین نهتومی ل نیچزیک وئ بو چ نهگهړان بهینه بنناخکرن.

Text translated by Student 4:

"پشتهفانیا ووزا نهتومی نهکه!"

فان روژان، وکی یا دیار هر کهس پی نیگهړانه دهرباره وئ یهکی کا چوا جیهان داخوایین ووزئ ب دست خو دینیت، دهمهکی دا کو پترول و غازا سروشتی نهمنیت.

زانا و فکولر لیکولینا فان زیدمکین ووزئ وکی ووزا روژئ، ووزا هوای و خو ووزا وان بهرین گهرم نهوین بن تیفکلئ نهدی دا دکن.

هرچوا بیت، زیدمکی ووزئ پی ب تنی پی هه کی کو نه پی د وئ باومریدامه نابیت ژ نوکه وپه بهیته پیش نیکستن، دراستیدا من نهو باومری هیهه کو پندقیه نهو ب زیرین دم ب راوستینن. سهرای وئ یهکی، کو ووزا نهتومی دئ زیدمکی کاربی بو جیهانی پیدا کت، لئ نهو نه زیدمکی ووزئ پی باشه چونکی گلمک پی ب بهایه نهو کمل و پلین وینستگهه ووزیدا هاتینه بکار نینان نه د نیمنن و ب گشتی دلیقا رویدانان یا هه. زیدمباری وئ یهکی، ووزا نهتومی نه ووزمکا هیزی یا نابوریه. سوتهمهغیا نهتومی یا ب بهایه ژیر فئ یهکی پندقیه ل ژیر عردی بهیته

دهرئینان و بو دیراتین دریز بهیته فگوهاستن. ژبیر کو سوتهمانی د هینه ب کار نینان دئ ئهگهلهک پتر ب بها کهفن و مکی پترولی و غازی.

زیدبیری وئ چاندئ ، وئستگههین ووزا ئهتومی گهلهک پاره ی بو ئافاکرنی و بکار نینان د مەزخین ژبیر وئ چاندیریا مەزن یا کو بیدقیه ئیمناهی ب بهرچاف بهیته وەرگرتن.

چونکی ئه خهلهکی ل وئستگههین ووزا ئهتومی کار دکهن بیدقیه بسپور بن و راهینانین بهرز ب وانا هاتبنه کرن و موجی کارکران یه بلنده .

سهرمرای هندئ، کو یا ب بهایه ، لی کهل و پهلین ئهتومی نه د ئیمن . ل دهمن یورانویومی ل ژبیر ئهردی دهر دئین، غازا ئیشکدر دهر دکهفیت . ئهغه بو کارکرین کانزایا دهر دئین نهیا ئیمنه. یورانویوم ب خوژی نه یی ئیمنه ژ نهگهری ئیشکدریا وی یا بلند . ژبیر فئ چاندئ، ئه کهسین د سوتهمانین ئهتومیدا کار دکهن مەترسیا توشبون ب پەنجەشیری هیه. ل دهمن ههلهکرنا وئستگههین ووزا ئهتومی ، ئه بهرمانیکین ئهتومی دروست دکهن. گهلهک یا ئیشکدره و خوژ خلاسکرنا وئ یان ههلهگرتنا وئ ب ئیمنی یا ب زحمهته. کهواته، چ بازیران نهفیت بهر مایکین خو ب رهخ خو فقه فەشیرن ژ بهر نهگهری گونجای.

14. Discussion

To answer the second question, the following translations of DMs are given as equivalents to the DMs which appeared in the original text:

- و، و، و، دگهل هندئ، د راستیدا، ل سه رهندیرا، ژبیر هندئ، ههروسا، ژبیر هندئ، ژبیر، دگهل هندئ، چونکی، ل سه رهندیرا، دهمن، ژبیرکو، دماوئ، و، یان، ئهفچا
- و، و، لی، براستی، سهرمرای هندئ، لی، ههروسا، ژبیر هندئ، هر ومختی، ههروسا، چونکی، زیدبیری، دهمن، ههروسا، ژبیر، ژبیر فئ چاندئ، دهمن، و، و، ژبیر هندئ.
- و، و، و، و، د راستی، دگهل هندئ، چونکو، زیدبیری، ژبیر وئ چاندئ، ههرومکی، زیدبیری ئهوی چاندئ، چونکی، زیدبیری، دهمن، و ئهف چاندئ، ژبیر، ژبیر فئ چاندئ، کو، یان، هوسا.
- و، و، ههرومکی، راستیدا، سهرمرای وئ بهکی، زیدبیری وئ بهکی، ژبیر فئ بهکی، زیدبیری وئ چاندئ، و، چونکی، سهرمرای هندئ، ل دهمن، ژبیر فئ چاندئ، ل دهمن، و، یان، کهواته.

The purpose of choosing this text is that it contains different DMs (coordinate and subordinate conjunctions) and also it gives chances to the students to think, understand and then give the correct equivalent DMs in Kurdish. Also, it will answer the first question of this study (showing the difficulties students face in translating DMs from English into Kurdish).

According to the above translated DMs; most of the Kurdish versions given by the translators give different expressions for the same discourse marker in the English text. For example, for *However* (ههرومکی، دگهل هندئ، لی، و) are used. In the third translated text, the coordinator (و) is used for the subordinate *However* which is completely unacceptable. For *Even though* (سه رهندیرا، سهرمرای هندئ) are used. The first expression which is used in the first translated text does not refer to its same meaning in English. As, in the final paragraph of the third translated text, has been omitted and translated the sentence without it which is not acceptable since the existence of that discourse marker mark as a cohesive device for the text. Others used the expressions (دهمن، ل دهمن، دماوئ، و). For the coordinators (or, and) in the final paragraph, the following expressions are used (و- یان، و- کو، یان- و- یان). Here, the second translator used for both *or* -and the coordinator (و) which is completely wrong since (و) refers to *and* in English. Also, the third translator uses (کو) to refer to the coordinator *and* which is wrong. For *thus*, mixture expressions of coordinates and subordinates conjunctions are used which are کواته. Since *thus* is a coordinate conjunction, a subordinate conjunction in the second translated text (ژبیر هندئ) is used instead. Moreover, in the first translated text, the coordinator (ئهفچا) which means *so*, is used and this is also wrong. In reviewing the Kurdish versions given by the subjects of the study, it is noted that there is disagreement on the translation of the DMs “even though”, “however”, “therefore” “thus” and “so”. This might be due to lack of contextual cues that help students determine the exact counterpart to a given English discourse marker. Thus, students should be aware in choosing the correct discourse marker. They need practicing and more attention and exercises are necessary in order to realize the application of these DMs

So, according to the above analysis, the most

acceptable translation for the original text in terms of DMs is the fourth translated text.

15. Conclusion

According to the discussion showed above, English has a well-defined liability in using DMs more than Kurdish. The tendency of modifying what we say is a magnificent feature of western civilization and it has plentifully reflected in the use of DMs in English, written and spoken. In the translation of DMs from English into Kurdish the main problem is that of using the coordinate conjunctions instead of subordinate ones. Moreover, it is noted that the students agree in the translation of the coordinator "and" (و), while they use different expressions in the translation of subordinators. Furthermore, using the conjunctions (-و, -و) for (or, and) is another source of mistranslation. Finally, in order that the pragmatic value rather than the lexical meaning of the word is translated, it is essential that DMs are understood in respect of their function in the discourse. There are possibly some DMs in the source language that need corresponding DMs when translated into a target language in order to maintain the same conversational impact.

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