

# **The Norwegian Adverb *Gjerne* and its English Correspondences**

*A Contrastive Study Based on the English-Norwegian  
Parallel Corpus*

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# 1. Introduction

## 1.1 Aim of the Study

This thesis presents an examination of the Norwegian adverb  *gjerne* , its different uses and its English correspondences. The investigation is corpus-based, and focuses on the ways in which  *gjerne*  is rendered in English translations of Norwegian texts, and what English words and constructions exist as sources of  *gjerne*  in Norwegian translations of English texts. Also, the study looks more carefully into some dictionary articles on  *gjerne* , so as to check whether the descriptions given of the word correspond to the findings in the corpus, which may be said to reflect natural language use. The investigation aims at answering the following research questions.

1. Is there an English linguistic item that serves as a full equivalent of  *gjerne* , covering all of its meanings and uses?
2. If no, what English words and constructions correspond to Norwegian  *gjerne* ?
3. Do dictionaries, bilingual and monolingual, give a sufficient presentation of the word?

Based on the present writer's experience and knowledge of the use of  *gjerne* , of the English language and of dictionaries in general, the three following hypotheses, corresponding to the three research questions respectively, have been formulated.

1. No full equivalent of  *gjerne*  is expected to exist in English.
2. Several different words and constructions that vary in terms of semantic, syntactic and pragmatic features are expected to correspond to  *gjerne* .
3. Due to the expected variety of correspondences, the dictionaries are not expected to give sufficient descriptions of  *gjerne* .

The third hypothesis is also derived from the fact that dictionaries are based on common knowledge and experience, rather than actual language use, e.g. the language found in a corpus.

## 1.2 *Gjerne* in Dictionaries

The most elaborate definition of  *gjerne*  is found in *Norsk Riksmålsordbok*, which lists five main uses of the word ('Gjerne' a: 1516), summarized in the five following points:

1. Strengthening an expressed wish, or having the meaning *med glede* (with happiness) or *med fornøyelse* (with pleasure). *Jeg vil gjerne nå det. Jeg følger villig og gjerne min hersker og herre.*
2. Expressing probability or likelihood in hypothetical utterances with *kunne* (could) and *skulle* (should), taking the meanings *gladelig* (gladly), *meget lett* (very easily), or expressing that the speaker finds a certain action to be reasonable in sentences with *kunne*. *Hun skulle gjerne gitt seg til å stortute. Jeg kunne like gjerne blitt der jeg var.*
3. Expressing the willingness of the logical subject of an expressed permission or confession. *Den må du gjerne holde i ro. Han måtte gjerne komme.*
4. Expressing the speaker's assessment that something is probable, or having the meaning, *til og med* (even). *Ja, det kan gjerne være. Han hug skogene ut til skade, ja jeg kan gjerne si til ulykke for distriktet.*
5. Expressing regularity or frequency, with the meanings, *som regel* (as a rule), *oftest* (most often), and *i alminnelighet* (in general). *Da blir det gjerne ebbe i den gamle digters pung.*

*Bokmålsordboka* also lists a contrastive use of *gjerne* ('Gjerne' b), that occurs when one alternative is considered to be as probable, favourable, acceptable, etc. as another. This notion of comparison is often expressed by the phrase *like gjerne* (as well), which is listed in *Norsk Riksmålsordbok* as a phrase expressing reasonableness in utterances with *kunne*. These two notions of the phrase, comparison and reasonableness, are not as distant as they may at first sound. That two alternatives are equally acceptable, favourable or probable makes it reasonable to choose either one of them, as in *jeg kan like gjerne skrive som å ringe*.

In general, Norwegian dictionaries show that *gjerne* is used in a variety of contexts and takes a variety of more or less differing meanings. Attempting to summarize the information found on *gjerne* in Norwegian dictionaries, one might say that *gjerne* is used for expressing someone's willingness to perform some kind of action. It is also used for expressing someone's assessment that something is reasonable, probable, or usual. Furthermore, it is used for emphasis in expressing wishes or talking about something that is surprising. The latter is the case when *gjerne* takes the meaning *til og med* (even).

It is also of current interest to take a look at how Norwegian-English dictionaries translate *gjerne*. *Engelsk blå ordbok* lists four main meanings of the word, some common phrases with *gjerne*, and possible English translations ('Gjerne' c: 285).

Main meanings:

1. (med glede) gladly, be happy to, be glad to, love to
2. (uttrykk for ønske) would like to, should like to, want to
3. (godt) might (as well), just as well
4. (som regel) usually, as a rule, most of the time

Common phrases:

5. Det kan gjerne være: *that may be so, that's quite possible.*
6. Det tror jeg så gjerne: *I'm not surprised, I don't doubt that.*
7. Gjerne for meg: a) *that's OK/all right by me, I have no objection.* b) *I don't mind.*
8. Hvor gjerne jeg enn ville: *no matter how much I would like to...*
9. Man ser gjerne: *it would be appreciated.*
10. Mer enn gjerne: *more than willing, most willingly, only too pleased.*
11. Så gjerne: *certainly, sure, with pleasure.*

There seems to be a fairly good match between the meanings attributed to *gjerne* in the Norwegian dictionaries and those shown in the suggested translations in the bilingual dictionary. First, 1, 6, 7a, 7b and 10 all express someone's willingness to perform some kind of action. Second, 3, 4 and 5 reflect the use of *gjerne* expressing reasonableness, usuality, and probability respectively. Lastly, in 2, 8, 9 and 11 the translations reflect the use of *gjerne* in which it is used to give emphasis to an expressed wish. The only semantic feature of *gjerne* from *Norsk Riksmålsordbok* not included in *Engelsk blå ordbok* is that of *til og med* (even).

The findings in the Norwegian-English dictionary suggest that no single English word or phrase corresponds to *gjerne*. Instead, a number of different words and phrases are needed in order to cover all the uses of the word, probably more than what has been included in this dictionary. A brief look at other bilingual dictionaries strengthens this assumption, as all of them suggest some translations not found in any of the other dictionaries (see also 'Gjerne' d: 939, 'Gjerne' e: 655, 'Gjerne' f: 419-420).

## 2. Previous Research, Material and Method

### 2.1 Previous Research

#### 2.1.1 Aijmer's Study of Swedish *Gärna*

At the fifth International Conference of Nordic Languages and Modern Linguistics in 1984, Aijmer presented her study of Swedish *gärna* (Aijmer 1984). It is not a contrastive study, but it sheds light on the different ways in which *gärna* behaves, and is thus of interest to the present study. Consulting similar and more comprehensive studies of the Swedish language is common when investigating Norwegian linguistic features (see Gundel 2002, Johansson 1999). Also, looking up *gärna* in *Svenska Akademiens Ordbok* ('Gärna'), we find that the meanings of *gärna* and *gjerne* are fairly similar. Thus, the close relationship between Swedish and Norwegian gives reason to believe that properties assigned to *gärna* can be transferred to *gjerne*.

In very general terms, Aijmer divides the meanings of *gärna* into two categories: adverbs and speech act particles (1984: 167-172). As an adverb it may take a meaning similar to *willingly*, *gladly*, *with pleasure*, which denote the core meaning of *gärna*, from which its other meanings have derived. In this regard, *gärna* can be an adverbial operator modifying a proposition, as in *man betalar gärna kontant*, or a manner adjunct as in *dit reser jag gärna*. In addition, *gärna* can modify modal auxiliaries. In such cases, it works as an intensifier, strengthening the volitional element in the auxiliary, and adds a notion of politeness, as in *vi skulle äta lite mat och vill gärna sitta vid ett bord med utsikt* (Aijmer 1984: 169).

Aijmer also mentions the construction *lika gärna*, which signals comparison, i.e. one alternative is considered as good as another (Aijmer 1984: 170). In *så kan de väl lika gärna låna fem miljarder, som att bara låna tre*, borrowing five and three billions are considered equally reasonable.

As an adverb, *gärna* has yet another function called 'generic *gärna*', which operates in mainly two ways (Aijmer 1984: 170-171). First, it may express the subject's favorable attitude and aktionsart at the same time. Aijmer claims that these two meanings are related; "one does something willingly, one does it every time an opportunity arises" (1984: 171). In active sentences, generic *gjerne* most often has this double meaning. Second, the core meaning of

willingness may disappear completely, so that *gärna* signals aktionsart only. This is the case in passive sentences and some active sentences where the subject is not in control of the action, and hence cannot perform it willingly or with pleasure, as in *Svenska Dagbladet citeras gärna av moderaterna* and *politiska meningsfränder som gärna hemfaller åt ämbetsmannaväldet*.

*Gärna* can also be said to be a speech act particle (Aijmer 1984:172-173). According to Thomas, the modern view on speech acts is that they signal the intention behind utterances (1995: 49). This is called illocution, as compared to locution (the actual words uttered) and perlocution (the effect the illocution has on the hearer, i.e whether or not he complies with e.g. a request). In cases where *gärna* contributes to the illocution, Aijmer treats it as a speech act particle, and as such, it functions in mainly three ways (1984: 172-173). First, it may modify imperatives, and express the speaker's favorable attitude to an event of the future, as in *kom gärna igen*, or make an offer sound more polite, as in *ta gärna litt kaka*. Second, *gärna* can be an answer particle that resembles *OK, all right, sure, of course* semantically, but is more polite. Third, when co-occurring with *få* or *kan*, the speech act particle expresses permission, as in *det får hon gärna göra*.

According to Aijmer the adverb and the speech act particle differ on three levels (1984: 174). On the syntax level, the adverb modifies propositions or modal auxiliaries, and is not found in imperatives or answers, whereas the particle does occur in imperatives and answers. Semantically, the adverb expresses the formal subject's attitude, whereas the particle expresses the attitude of the speaker, which may also be the formal subject. Thus it is not always possible to distinguish the adverb from the particle in terms of semantic features. Pragmatically, the adverb is part of the truth-conditional content of the proposition, while the particle functions as the speaker's comment on it, not as a part of it.

### **2.1.2 Studying Pragmatic Markers**

*Pragmatic markers* is a cover term for a range of linguistic items that signal discourse and textual functions and that guide the hearer's interpretation of an utterance. It includes subclasses of more detailed formal and functional classifications, such as *discourse markers* and *adverbial connectors* (Aijmer and SimonVandenberg 2006: 2). Pragmatic markers do not contribute to the propositional, truth-functional content of an utterance. They are often loosely attached to the utterance, and are semantically vague, with a low degree of lexical

specificity and a high degree of context sensitivity. They are most common in spoken discourse, and have emotive or expressive functions. These are some central characteristics of pragmatic markers. For a more comprehensive list, see Downing (2006: 46). To be regarded as a pragmatic marker, an item need not fulfill all of the conditions, but a majority of them should be fulfilled.

Through the past 20 years there has been an increasing interest in pragmatic markers, and contrastive studies across languages are often conducted in order to discover their universal and language specific features (Aijmer and Simon-Vandenberg 2006: 3).

### **2.1.2.1 Downing's Study of *Surely***

A cross-linguistic study of *gjerne* has not yet been carried out. However, several cross-linguistic studies of pragmatic markers exist, and they have contributed to the expansion of our knowledge of how these language features work within and across languages. Some of these studies are useful to look at before embarking on new research projects. In particular, Downing's study, *The English Pragmatic Marker 'Surely' and its Functional Counterparts in Spanish* (Downing 2006) is relevant to the present study. Downing tests the hypothesis that modern Peninsular Spanish does not have a direct correspondence of the English pragmatic marker *surely* that possesses all or most of its functions and characteristics. It investigates the different uses of *surely* as well as the different uses of some words and constructions that are expected to functionally resemble *surely*.

For *surely*, the data is taken from a sub-corpus based on findings in the British National Corpus (BNC). Downing finds that *surely* differs from other adverbs of certainty in that it expresses inference from known facts or evidence rather than great epistemic strength. *Surely* has arrived at its present meanings through the process of subjectivization. Its original meaning was that of *safely*, *securely*, but has moved through a psychological meaning, similar to that of *assuredly*, *certainly*, to a meaning based in the speaker's attitude to the proposition (Downing 2006: 39-41).

In initial and final position, *surely* carries the latter meaning, and here it functions as a pragmatic response to the situation and as a marker of the dominant stance of the speaker, who either implies that his opinion is the only correct, reliable or reasonable one, or expresses what the addressee should know or do, or fails to know or do (Downing 2006: 41). In these

positions, *surely* is often part of a queclarative, i.e. a declarative sentence functioning as a question, and signals an expected response from the addressee. Furthermore, in initial and final position, *surely* is based on contradictory assumptions (Downing 2006: 43-44). Bolinger gives a good explanation of this in his treatment of adverbs of certainty: “it seems that by so much as bringing up the matter of certainty they tend to pose a doubt about it” (Bolinger, cited in Aijmer 2002: 98).

In medial position, *surely* functions as an intensifier, and signals no bias or contradictory assumptions. Instead, sentences with medial *surely* make fairly confident assumptions about future or present events, or function as reinforced deontic statements. When *surely* appears in medial position, it takes a meaning belonging to the psychological state of its etymological development mentioned above, and Downing takes it to mean *almost certainly* in most of the cases (Downing 2006: 42-43).

For the Spanish data, Downing makes use of the Corpus Referencia del Español Actual (CREA). First, she investigates the morphological cognate of *surely*, *seguramente*, an adverb implying certainty and probability. She finds that some doubt is involved when *seguramente* is used, but in more formal settings, *seguramente* rather takes the meaning of medial *surely*. Second, she investigates the adjective *seguro*, a cognate of the English adjective *sure*. It expresses confidence and rhetorical strength and has followed the same etymological development as medial *surely*. Third, Downing investigates *seguro (que)*, which is an invariant form that often is translated with *be sure to...*, but it also has the informal English equivalent *I bet...* (Downing 2006: 48-49).

The features of *seguro (que)* fulfill most of the conditions for pragmatic markers listed above, thus Downing considers it a marker of epistemic stance. However, it differs from initial and final *surely* in that it is not based on contradictory assumptions, but rather reinforces the expectations of the speaker. Furthermore, it has no deontic bias, and only rarely expects confirmation or other confirmative actions from the addressee (Downing 2006: 50).

Downing also includes one typical biased question, *¿no cree que...?*, and one typical queclarative, *no me negará que...*, in the investigation (2006: 51-54). She suspects them to resemble initial and final *surely* in function, and finds that they correspond to the functional features that *seguro (que)* does not cover. They signal stances of opposition, challenge and

confrontation, and are based on contradictory assumptions, they may express deontic bias, and they signal expected responses from the addressee.

Downing's study shows that the different Spanish words and constructions correspond to the different meanings of *surely* in the following ways: *¿No cree(s) que...?*, *no me negará que...*, and *seguro (que)* with the addition of a tag question correspond to initial and final *surely* in slightly different ways, and together, they seem to cover all its uses. *Seguramente*, on the other hand, corresponds to medial *surely*. These results confirm the initial hypothesis that there is no direct correspondence of *surely* in Spanish. There is, however, a range of functional counterparts, each of which serves as partial equivalents of *surely*.

#### **2.1.2.2 Aijmer's Study of Modal Adverbs of Certainty and Uncertainty**

In her article, *Modal Adverbs of Certainty and Uncertainty in an English-Swedish Perspective*, Aijmer (2002) aims at explaining the different uses of the modal markers *certainly*, *surely* and *no doubt* and why some adverbs of certainty are used to express uncertainty, at discovering the Swedish correspondences of the markers, and at examining the extent to which their different pragmatic functions can be explained in a grammaticalization perspective. She also takes interest in proving that *surely* and *certainly* should be regarded as discourse particles derived from modal adverbs. It is a contrastive study based on the *English-Swedish Parallel Corpus* (ESPC), and the *Oslo Multilingual Corpus* (OMC).

Aijmer starts out by looking at how the adverbs differ semantically in certain contexts. She also addresses the difficulties in studying modal items cross-linguistically, as direct correspondences across languages rarely occur. In fact, modal items quite often disappear in translations, as a result of not contributing to the propositional content of utterances. Still, comparing modality cross-linguistically may help us find out more about how modal features develop semantically and pragmatically within and across languages (Aijmer 2002: 97).

Based on the ESPC, Aijmer establishes translation paradigms that equip her with functional maps for each modal marker (2002: 99). For example, the Swedish correspondences of *surely* reveal that its meanings may vary between certainty (*definitivt*) and uncertainty (*nog*), in addition to being oriented to the speaker (*nog*), the hearer (*väl*), or the evidence (*visst*). Thus, in some contexts, *surely*, with the original meaning of certainty, has come to mean the



opposite. The translations help disambiguating the meaning of the English word, which is one of the advantages of cross-linguistic studies based on translation corpora (Aijmer 2002: 100).

The translation paradigms also reveal how the English adverbs are related. For example, the most frequent translations of *certainly* are *verkligen*, *förvisso*, *definitivt*, and *säkert*, and they express more certainty than the most common translations of *surely*, which are *säkert*, *väl*, *nog*. These somewhat different, yet related meanings indicate that the two words have undergone different processes of semantic change (Aijmer 2002: 107-108).

As mentioned above, Downing distinguishes between *surely* as an adverb and a pragmatic marker. Aijmer draws a similar distinction between *certainly* and *surely* as adverbs and discourse particles (2002: 109). As adverbs, they carry a notion of certainty and uncertainty respectively. As discourse markers, however, *surely* seeks the hearer's confirmation, whereas *certainly* is used for contrast or emphasis. Both function as signals that guide the hearer's interpretation of the utterance, and should thus be treated as pragmatic markers as well.

In her study, Aijmer also presents a translation paradigm for Swedish *säkert*, which was the most frequent rendering of *surely*, but also the most frequent correspondence of *surely*, *certainly* and *no doubt* seen together. *Surely*, *certainly* and *no doubt* occur fairly often as renderings of *säkert*, with *certainly* as the most frequent. However, the paradigm also presents quite a few translations of *säkert*, expressing certainty as well as uncertainty, but it seems to be lacking the notion of seeking confirmation that was found in *surely*.

Semantically, *surely* and *gjerne* do in fact have some features in common. Both of them can be said to function as pragmatic markers as well as adverbs, and as pragmatic markers, both reveal the speaker's favorable attitude. With *gjerne* this attitude is directed at the proposition, whereas with *surely*, it is directed at a preferred or expected reaction or response from the hearer.

## 2.2 Material and Method

Downing and Aijmer's studies are good examples of how cross-linguistic research can help reveal meanings and functions of the items under investigation. Downing shows how two languages can be compared and contrasted in terms of features of certain words and expressions based on comparable corpora, and Aijmer shows how translations can contribute

in revealing different meanings of words in one language and at the same time discover how the same meanings are expressed in an other.

Regarding pragmatic markers, there are mainly three kinds of research in which cross-linguistic methods are applied: 1) studies of words or constructions with no direct correspondence in the other language, 2) projects investigating larger semantic fields, and 3) investigations of etymological or semantic cognates (Aijmer and Vandenberg 2006: 3). Aijmer established that in certain contexts, *gärna*, the Swedish cognate of *gjerne*, can be treated as a speech act particle, as it has the pragmatic function of revealing the speaker's favorable attitude to the proposition. This can also be said to be a property of *gjerne*, thus it fits, at least in some regard, into the broader category of pragmatic markers. With no direct English correspondence of *gjerne*, it is the first kind of cross-linguistic method that has been applied in the present study.

## **2.2.1 Corpus-based Contrastive Studies**

### **2.2.1.1 Corpora**

The analysis of *gjerne* in the present study is based on corpus data. The corpora available for contrastive studies can be divided into two main types. First, there are comparable corpora, i.e. collections of original texts in the languages compared that are comparable in terms of text type, subject matter or communicative function. Second, there are translation corpora, which are collections of original texts and their translations into at least one other language. Translation corpora may be unidirectional, i.e. the translations go one way, from language A to language B. They can also be bidirectional, i.e. the translations go both ways (Altenberg and Granger 2002: 7-10).

Johansson (2007: 33-34) stresses the importance of combining translation corpora and comparable corpora in contrastive studies. Translation corpora let us work with texts with the same intended focus, meaning and discourse functions in two languages, and may give hints about what words or constructions in the two languages should be compared. In their book *Lexis in Contrast*, Altenberg and Granger claim that in studies of polysemous words, a translation corpus may serve as a helpful device in specifying “not only the choices that have to be made in other languages, but also the conditions that determine the choices and the semantic range covered by the alternatives” (Altenberg and Granger 2002: 24). However, linguistic choices may differ from translator to translator, and source language influence may

cause translators to make less natural choices in translation than in natural language use. Comparable corpora, on the other hand, allow us to work with ordinary language use in both languages, and we can easily check for translation errors or effects, and check if translations are representative of ordinary language use (Johansson 2007: 33-34).

### ***2.2.1.2 The English-Norwegian Parallel Corpus***

The data used for this analysis is taken from the English-Norwegian Parallel Corpus (ENPC). The ENPC consists of an equal number of English original text extracts, their Norwegian translations, Norwegian original text extracts and their English translations. The corpus also distinguishes between fiction and non-fiction texts. Each extract consists of the first 10000-15000 words of selected published works from the past 10-20 years. In total, there are 200 texts and about 2.6 million words in the ENPC (Department of Literature, Area Studies and European Languages, 2011).

Distinguishing between fiction and non-fiction as well as original texts and translations, the ENPC equips us with comparable corpora as well as a translation corpus, and we can benefit from the advantages of both kinds (see 2.2.1.1). With the ENPC, we are enabled to compare translations and originals within the same language, fiction and non-fiction texts within the same language or between two languages, originals in two languages, and originals and translations between languages (Johansson, 1999: 5-8).

### ***2.2.1.3 Translation Paradigms***

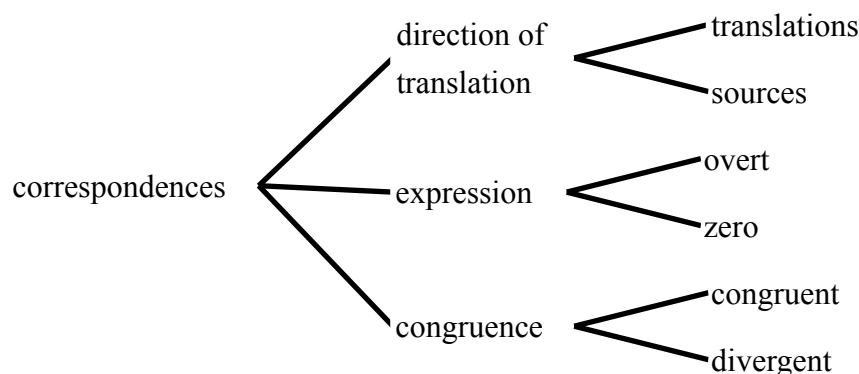
With polysemous words, one might expect quite a few renderings in the other language. *Translation paradigm* is the term used to refer to the set of items corresponding to the investigated feature, of which each item in the paradigm is a potential equivalent of it (Johansson 2007: 23).

However, equivalence is, as Altenberg and Granger put it, “a complex phenomenon” (2002: 22). Two words are not equivalents only in terms of semantic content, as grammar and linguistic context also influence meaning, and must be accounted for before equivalence is determined. Furthermore, they claim literal correspondences to be rare. Translation is not only about transferring text from one language to another, but also from one culture to another. This view on equivalence finds support in Johansson (2007: 35), where meaning is divided into four main groups: conceptual, connotative, stylistic and collocational meaning. Johansson claims that interlingual synonymy, in which the items of the languages compared are full

matches at all levels of meaning, is rare. Therefore, *correspondences* is a more appropriate term for the items in a translation paradigm.

#### 2.2.1.4 Classifying Correspondences

One way of classifying correspondences is found in Johansson (2007: 25). It is illustrated in figure 2.1 below, and is the model according to which correspondences in the present study was classified.



**Figure 2.1:** Classification of correspondences (based on Johansson 2007: 25)

*Direction of translation* means that correspondences are classified as either sources or translations of a certain linguistic item. The present study makes use of both directions in investigating what English words and constructions *gjerne* is translated into, and what words or constructions trigger the use of *gjerne* in Norwegian translations of English texts.

*Expression* refers to whether or not a corresponding unit of the item under investigation exists. If there is one, it is called overt, and if not, it is called zero.

1. Jeg vil svært **gjerne** få være til støtte for min mor." (ST1T)  
*I would like to support my mother.*" (ST1)
2. Vi kaller **gjerne** sånne ondskapsfulle monstre for "kaoskrefter". (JG1)  
*Evil monsters like these are **often** referred to as the "forces of chaos."* (JG1T)
3. Om sommeren ble det **gjerne** tolv-tretten timer, seks dager i uken. (PM1T)  
*In the summer it was twelve or thirteen hours, six days a week.* (PM1)

In 1 and 3, the direction of translation goes from English to Norwegian, signaled by the *T* in the parentheses. In 2, the translation goes the other way. Also, in 1 and 2, *would like to* and

*often* are overt correspondences of *gjerne*, whereas the meaning conveyed by *gjerne* in example 3 seems to be missing in the original, which makes this a zero-correspondence.

Furthermore, overt correspondences can be classified according to congruence. A congruent correspondence is one that belongs to the same grammatical category as its source or translation. In example 2 above, the adverb *often* is a congruent correspondence of *gjerne*. A divergent correspondence, on the other hand, belongs to a different grammatical category, as in example 1 above. Here, the adverb *gjerne* is translated into the verb phrase *would like to*.

### 3. *Gjerne* in Norwegian Original Texts and its English Translations

The present chapter presents the analysis of the occurrences of *gjerne* found in Norwegian original texts and their English translations. First, each instance of *gjerne* was classified according to the five main uses of *gjerne* listed in *Norsk Riksmålordbok* (see section 1.2). This classification was based on the Norwegian sentences only. As table 3.1 below shows, the classes were represented quite differently in fiction and non-fiction texts, which gave reason for looking into each text type separately. After the initial classification, a translation paradigm was established, listing the different English correspondences of *gjerne*. The correspondences within each class were analyzed according to expression and congruence, with the aim at discovering patterns within and across text types and classes. The same process was then conducted on the hits of *gjerne* in Norwegian translated texts and their English sources, and these results will be presented and discussed in chapter 4.

#### 3.1 Classification of *gjerne*

What has been labelled *class 1-5* in table 3.1 below represent points 1-5 in the list of meanings of *gjerne* in *Norsk Riksmålsordbok* (see 1.2), whereas *class X* represents hits that did not clearly belong to one class. The table gives an overview of the number of hits belonging to each class.

	<b>Fiction</b>	<b>Non-Fiction</b>
<b>Class 1</b>	50	9
<b>Class 2</b>	14	0
<b>Class 3</b>	4	0
<b>Class 4</b>	0	0
<b>Class 5</b>	15	49
<b>Class X</b>	10	15
<b>Total</b>	93	73

**Table 3.1:** Classification of *gjerne* in Norwegian original texts

##### 3.1.1 Fiction

In total, *gjerne* occurred 93 times in fiction texts, and 50 of these belonged to class 1, either because they functioned as intensifiers in an expressed wish (example 1), or because they took the meaning *with pleasure* (example 2).

1. "Vi vil **gjerne** ta den med oss," sa den andre. (KA1)
2. "Ja takk, jeg tar **gjerne** en drink, men la den være tynn," sa han til Lien. (EG2)

14 occurrences of *gjerne* belonged to class 2 of expressing likelihood in hypothetical sentences or that something is reasonable, and in all but two, *gjerne* was part of the phrase *like gjerne* (as well). This phrase conveys a notion of comparison, as in example 3, where walking blindly is considered as reasonable as walking with your eyes open. In the two cases in which *gjerne* occurred alone, the notion of comparison was still present, as in example 4, where killing oneself is considered as reasonable as not killing oneself.

3. Og nå har han kommet helt ut av tellingen, så da kan han like **gjerne** gå i blinde.  
(LSC1)
4. Nei, for den saks skyld kunne man **gjerne** ta livet av seg. (EHA1)

Only four instances of *gjerne* belonged to class 3, reflecting the willingness of the logical subject of an expressed permission. In example 5, the speaker is the logical subject who gives the addressee permission to put something in his yard, and through the use of *gjerne* he implies that he would find it preferable if it stood just there.

5. "Den kan **gjerne** stå her, på tunet vårt, vi har sagt det i gruppa." (TB1)

In 15 hits, *gjerne* fell into to class 5, expressing aktionsart. In example 6, it signals that an action is habitual in some way, i.e. a certain kind of searching generally is conducted in two rooms.

6. Man konsentrerer **gjerne** letingen i to rom, kjøkkenet (særlig hvis det er klart at de som eier leiligheten er eldre eller middelaldrende) og soveværelset. (KF1)

With 10 of the hits, there was no clear class membership, which put them in class X. In 7 below, *gjerne* could be interpreted as taking a meaning similar to *like gjerne*, and thus belong to class 2. Whether Norway is subject to Sweden or not is not important, as long as Victoria gets to eat green grass. It could also belong to class 3, as the man referred to seems to be

giving his permission, even though it may not be his to give, for Norway to become subject to Sweden. In 8, on the other hand,  *gjerne*  could belong to class 1, as it seems to express the willingness of the subject in taking delight in his own eloquence. However, it could also belong to class 5, in which case it reflects the man's tendency to do the same. The combination of classes 1 and 5 was the most frequent in class X, but the combination of classes 2 and 3, and 1 and 2 also occurred more than once (see further discussion in 3.2.1.5).

7. Han glemte aldri at Ola hadde sagt at Norge  **gjerne**  kunne komme under Sverige dersom bare Victoria fikk grønt gras. (KAL1)
8. Han lot seg  **gjerne**  henføre av sin egen veltalenhet. (JW1)

### 3.1.2 Non-Fiction

Within non-fiction texts, there were a total of 73 hits, and of these, nine belonged to the first class. In example 9,  *gjerne*  strengthens the volitional element of an expressed wish.

9. Dette er et omdømme nordmenn  **gjerne**  vil tro på og leve opp til. (ABJH1)

Class 5 was the only other class represented in non-fiction, and it included 49 occurrences of  *gjerne* , in which  *gjerne*  reflected frequency and normality, as in example 10 below.

10. Når trusselen er over, opphører  **gjerne**  samarbeidet. (GL1)

With the remaining 15 instances of  *gjerne* , class membership was difficult to determine. In example 11, it could be argued that  *gjerne*  belongs to classes 1 and 5, which was the most common combination of classes in class X. The volitional element is present, as coming together on Saturday nights could be done willingly and with pleasure. However, the habitual notion of the word is strengthened by the plural definite form  *søndagskveldene* , which contributes to the impression that this happens regularly on Saturday nights. Example 12 could belong to class 2 in that  *gjerne*  takes a meaning similar to  *easily* . It could also belong to class 4, as it could have been replaced by  *til og med*  (even).

11. De kom  **gjerne**  sammen på søndagskveldene. (PEJ1)
12. "Man vil legge merke til at Leonardos ordbilder sjelden eller aldri er abstrakte, men konkrete, man kunne  **gjerne**  si håndgripelige. (ANR1)



### 3.1.3 Comments

The classification of *gjerne* revealed opposing tendencies in fiction and non-fiction texts. About half of the occurrences of *gjerne* belonged to class 1 in fiction texts, which was the case with only one eighth of the occurrences in non-fiction texts. On the contrary, in non-fiction texts, about two thirds of the instances of *gjerne* belonged to group 5, which was represented by only one sixth of the hits in fiction texts. Of current interest is also the lack of classes 2 and 3 in non-fiction texts, and class 4 in both text types. *Gjerne* in classes 1-4 reflects, to different degrees, the core meaning of the word, i.e. someone's willingness to perform an action, or someone's favorable attitude towards something. In class 5, however, this core meaning seems to have disappeared. The fact that classes 1-3 are represented more strongly in fiction than in non-fiction, and that class 5 is much more common in non-fiction than in fiction implies a stylistic difference, i.e. generic *gjerne* is more formal than *gjerne* expressing attitude and willingness. One possible explanation is that that *gjerne* in the first four classes reflects emotions and personal opinions, while generic *gjerne* to a greater degree is based on experience. Generic *gjerne* appears less subjective, and perhaps more suited for formal texts than the other classes.

The high number of hits in class X strengthens the assumption that *gjerne* is a vague and polysemous word with several overlapping meanings, that are not always easy to tell apart. As Aijmer (1984: 171) suggested, even the most distinct meanings of *gjerne* are in many cases related. If you enjoy doing something, it is likely that you will do it again when an occasion arises. That *gjerne* in many cases can be said to belong both to class 1 and 5 reflects this double meaning.

## 3.2 English Translations of *Gjerne*

The search for *gjerne* in Norwegian original texts gave 166 hits, that included 32 different overt correspondences and 52 zero correspondences. The translation paradigm of *gjerne* is presented in table 3.2 below.

Ø	52	willingly	2	mostly	1
would like to	26	(very) well	2	ordinarily	1
often	19	don't mind	2	would dearly have loved	1
usually	11	very much	2	was very keen	1
(as) well	9	easily	2	was very happy to	1
should like	5	apt to	2	with pleasure	1
gladly	4	tend to	1	more than willing to	1
generally	4	sometimes	1	prefer	1
preferably	3	for the most part	1	really	1
normally	3	mainly	1	all right	1
'll be glad	2	used to	1	just	1

**Table 3.2:** English correspondences of *gjerne*

Interestingly, the most frequent correspondence type was zero correspondence (Ø). In about one third of the cases, the translators seem to have considered the meaning expressed by *gjerne* to be redundant.

Even though some overt correspondences (*would like to*, *often*, *usually*) were considerably more frequent than others, no main correspondence of *gjerne* exists. This becomes evident in the long list of correspondences that occurred only once or twice in the paradigm, which suggests that the meanings of *gjerne* can be expressed in a variety of ways in English. The numerous occurrences of *would like to*, *usually*, and *often* may reflect the predominance of classes 1 and 5 commented on in the preceding section.

### 3.2.1 Fiction

When class membership had been established for the different occurrences of *gjerne*, the English correspondences within each class were analyzed according to expression and congruence. Table 3.3 below presents the results of this analysis within fiction texts. The following sections will comment on each class in more detail.

	<b>Congruent</b>	<b>Divergent</b>	<b>Zero</b>	<b>Total</b>
<b>Class 1</b>	4	31	15	50
<b>Class 2</b>	10	1	3	14
<b>Class 3</b>	1	1	2	4
<b>Class 4</b>	0	0	0	0
<b>Class 5</b>	9	1	5	15
<b>Class X</b>	3	4	3	10
<b>Total</b>	27	38	28	93

**Table 3.3:** Expression and congruence in Norwegian original fiction texts

### 3.2.1.1 Class 1

The great majority of *gjerne* in class 1 was rendered by divergent constructions. The most frequent correspondence was the verb phrase *would like to*, which always corresponded to *gjerne* modifying the modal auxiliary *vil* (will), as illustrated in the following example.

13. "Jeg vil **gjerne** vite hvorfor De spør." (KA1)

*"I'd like to know why you 're asking." (KA1T)*

*Would like to* often translates the entire phrase *ville+gjerne*, and it reflects someone's favorable attitude towards something. However, as opposed to *gjerne* in the source sentences, *would like to* does not operate as an intensifier, it rather reflects that someone would find something agreeable

*Gjerne* was occasionally rendered by the verb *be* followed by an adjective and an infinitive clause, as in 14 and 15. Example 14 shows yet another case, in which *gjerne* is used for emphasis. Here, the expressed wish is further strengthened by *så*. This emphasis is partly preserved in the word *very* in the translation, but it is difficult to say whether it is meant to correspond to *så* or to *gjerne*. *Gjerne* in 15 takes the meaning *happily*, and semantically, the English correspondence *will be glad to* matches the Norwegian original quite well.

14. Han vil så **gjerne** studere sleder og deres mulighet for å fungere i et terreng som må antas å avvike noe fra det vanlige i England. (KH1)

*He was very keen to study sledges and their possibilities in a terrain which presumably differed slightly from that in England. (KH1T)*

15. Men jeg skal **gjerne** gjøre den enda tydeligere. (KA1)

*But I'll be glad to make it even clearer.* (KA1T)

Another divergent correspondence of *gjerne* was the negated verb phrase *do not mind*. In claiming you have no objection to something, you indirectly reveal a favorable attitude towards it. One example of this use of *gjerne* is given in example 16. Furthermore, *gjerne* in class 1 was once also rendered by a prepositional phrase, as in 17. *With pleasure* is a literal translation of one of the meanings of *gjerne* given in Norsk Riksmålsordbok, namely *med fornøyelse*, and it was listed as a translation of the phrase *så gjerne* in the English dictionary. *Englesk blå ordbok* also listed some other negated phrases that imply favorable attitude in similar ways, such as *I have no objection*, and *I don't doubt that*.

16. "Jeg blir **gjerne** svenske av meg, jeg, om jeg får havremel og spekesild nok," sa Ola.  
(KAL1)

*"I don't mind becoming a Swede if I can have oatmeal and pickled herring," said Ole.*  
(KAL1T)

17. "Ja, det vil jeg **gjerne**," sa den gamle medisinmannen, "men først må du gi meg et lyst bukkeskinn og tre ting til. (SH1)

*"Yes, I will do that with pleasure," said the old medicine man, "but first you must give me a light-coloured buckskin and three more things. (SH1T)*

15 of the hits belonging to class 1 were zero correspondences. According to Johansson (2007: 26), the omitted element in zero correspondences may be entirely lost, or traces of it may be found elsewhere in the sentence. Both kinds of zero correspondence were represented in the ENPC. In 18, the meaning of *gjerne* is absent in the translation, while in 19, it is partly preserved in the verb *want*.

18. "Ja takk, jeg tar **gjerne** en drink, men la den være tynn," sa han til Lien. (EG2)

*"Well, yes, thank you, I will," Karsten said at last. "Make it a weak one though, won't you," he added, hoping that his host hadn't heard the rider. (EG2T)*

19. Han skjønner at hun gruer seg til det er hennes tur, og han vil **gjerne** minne henne om kyllingen og desserten, men da er hun allerede i gang med å ta av ham skjorten og helsetrøyen. (LSC1)

*He realizes that she is dreading her turn, and he wants to remind her of the chicken and dessert, but by then she's already busy taking off his shirt and undershirt.*  
(LSC1T)

*Want* is on the borderline between overt and zero correspondence. While *gjerne* in the Norwegian sentence strengthens the volitional element expressed in *vil*, *want* is itself the volitional element in the English translation. Therefore, sentences with *want* are treated as zero correspondences with traces of *gjerne* in the main verb. However, considering that *want* is a content word, while *vil* is a function word with weakened semantic content, the former carries a stronger sense of willingness than the latter.

There were four congruent correspondences belonging to class 1; *really* occurred once, whereas *gladly* occurred three times. In 20, the English adverb *really* has taken the role of *gjerne* in strengthening an expressed wish, while in 21, this function is lost in the translation. Here, *gladly* corresponds to the entire answer given in the Norwegian original and reflects how complying with a certain request will affect the speaker emotionally. In the two remaining instances, in which *gladly* corresponded to *gjerne*, *gjerne* took the meaning *with pleasure*, and this is well preserved in the translation, as in example 22.

20. Forstår du dette, Monika, dette som hun sier, jeg vil så **gjerne** forstå henne. (CL1)

*Do you understand these words, her words, Monica, I **really** want to understand her.*  
(CL1T)

21. "Det vil jeg **gjerne**," lo Even. (KAL1)

"Gladly," chuckled Espen. (KAL1T)

22. "Jeg er heller ikke svensk," sa Even, men han husket vel på hva Ola hadde sagt: "Jeg gjør **gjerne** svenske av meg jeg," hadde broren sagt, "bare jeg får havremel og spekesild nok." (KAL1)

*"And I am no Swede," said Espen. But he also remembered very well what his brother Ole had said: I'll **gladly** turn Swede if I can have enough oatmeal and pickled herring.*  
(KAL1T)

Note that the utterance in example 16 above has been quoted in example 22, and that the translator has opted for two different correspondences. *Gladly* in 22 expresses favorable attitude more directly than *don't mind* does in 16.

### 3.2.1.2 Class 2

In class 2, 10 out of 14 hits were congruent correspondences of *gjerne*, and in all but one, the phrase *like gjerne* occurred in the original text, as in example 23.

23. Så for den saks skyld kunne han visst like **gjerne** ha blitt på kontoret. (EG2)

*Might **just as well** have stayed at the office, he mused glumly.* (EG2T)

24. Nei, for den saks skyld kunne man **gjerne** ta livet av seg. (EHA1)

*If you 're going to believe that, you might **as well** do yourself in.* (EHA1T)

Example 24 shows the one hit, in which *gjerne* occurred alone. Still, as the translation suggests, it carries the same meaning as *like gjerne*. In both examples, (*like*) *gjerne* was translated with (*just*) *as well*, which also was the case with all but two congruent correspondences in class 2. Strictly speaking, *as well* is a divergent correspondence of *gjerne*. However, since it translates the entire phrase *like gjerne*, which also consists of two adverbs, it has been treated as a congruent correspondence.

Twice, *as well* did not render *like gjerne*. These examples are given in 25 and 26, where *easily* and *just* reflect an evaluation of the degree of difficulty rather than reasonableness or likelihood. This evaluation is less explicit in the original.

25. Magnetisme kan like **gjerne** virke frastøtende. (KH1)

*Shackleton had a certain magnetism, and magnetism can **easily** be repelling.* (KH1T)

26. Han så på meg og gren som om han like **gjerne** hadde villet springe på meg for å bryte meg i bakken og få vist at han ennå var den sterkeste [...] men mine khakibukser og hans bare knær gjorde det mer omstendelig å bryte isen. (KF2)

*He looked at me and grinned, as though he might **just** try to jump me and wrestle me down, to prove that he was still the stronger [...] but my Wranglers and his bare knees made it harder to break the ice.* (KF2T)

There were three zero correspondences in class 2, all of which had no trace of the meaning of *gjerne*. The modal auxiliary *will* in example 27 refers to a future event, not the willingness of the subject.

27. Vi går like **gjerne** rett på dagens leksjon uten å gå veien om hvite kaniner og slikt.

(JG1)

*We'll go directly to today's lesson without detours around white rabbits and the like.*

(JG1T)

There were only one divergent correspondence in class 2, and that was the negated verb phrase *would not have minded*, which resembles *don't mind* in example 16 commented on in 3.2.1.1. Example 28 indirectly conveys a positive attitude towards staying at home, in that it denies that doing so would bother Even/Espen in any particular way.

28. Even kunne like **gjerne** blitt igjen her på plassen og huset i skogen sammen med broren. (KAL1)

*Espen **would not have minded** a bit staying home and roaming the woods with his brother.* (KAL1T)

### 3.2.1.3 Class 3

In class 3, there were one congruent, one divergent, and two zero correspondences, respectively illustrated in the following three examples.

29. "Det kan du **gjerne** kalle det, for det er en god, gammeldags suksessfortelling." (GS1)

*"You might **very well** call it that, it's a real old-fashioned success story."* (GS1T)

30. "Den kan **gjerne** stå her, på tunet vårt, vi har sagt det i gruppa." (TB1)

*"We'd **be glad to** have it here in our yard, we have said so to the group."* (TB1T)

31. "Bli **gjerne** borte et par år, men kom hjem når barna mine skal konfirmeres." (LSC2)

*"For the good of us all," he added, "I wish you'd stay away for a couple of years. But just come home when my kids get confirmed."* (LSC2T)

All of these examples express permission, and it is the willingness of the logical subjects that is expressed through *gjerne*. In 29, the translation resembles the original quite well both semantically and pragmatically. Permission is expressed by the modal auxiliaries *kan* and

*might*, and the adverb phrases  *gjerne*  and *very well* reflect the speaker's willingness in giving permission. In 30, on the other hand, the permission is less explicit. Here, the phrase *be glad to* puts the focus on how a certain action will affect the speakers, and the permission must be inferred from that. Similarly to *want* in example 19, *wish* in the translated sentence in example 31 may be said to carry traces of the meaning of  *gjerne* . However, it is still regarded a zero correspondence, and consequently, what was a fairly clear permission in the original, is expressed as a wish in the translation, from which the permission must be inferred.

### 3.2.1.4 Class 5

In class 5, there were nine congruent correspondences, realized by six different adverbs: *usually, generally, ordinarily, often, sometimes, and mostly*. *Usually* corresponded to  *gjerne*  four times, while each of the remaining five occurred only once. Semantically, these adverbs all carry some notion of frequency, normality or regularity, still they differ somewhat.

32. "Vi har ikke stort å snakke om, så vi holder oss  **gjerne**  til nytt om min kone og mine barn. (EG1)

*"You know how it is — we hadn't a lot in common, really, so it was  **mostly**  about my wife and children. (EG1T)*

*Mostly* is the adverb that denotes the highest frequency. In 32, talking about the wife and children is what the people referred to did *most of the time* while chatting. This notion of regarding a majority of instances is also present in *usually, ordinarily* and *generally*, which in addition reflect normality, as illustrated in 33. Becoming sluggish and lazy is considered a normal consequence of a life in bondage.

33. De var langsomme og dorske slik mennesker  **gjerne**  blir når de må leve hele livet i ufrihet. (TTH1)

*They were sluggish and lazy, as people  **usually**  become when they live their whole lives in bondage. (TTH1T)*

This notion of normality is nearly absent in *sometimes* and *often*. As the following example shows, something that happens often need not happen in most cases, or under normal conditions.



34. Vi kaller **gjerne** sånne ondskapsfulle monstre for "kaoskrefter". (JG1)

*Evil monsters like these are **often** referred to as the "forces of chaos."* (JG1T)

Also, the different adverbs can be placed at different points along a cline of frequency, with *mostly* at one end, denoting the highest frequency, *sometimes* at the other, denoting the lowest frequency, and the remaining four at different points in between. The assumption that *gjerne* is a polysemous word is thus further strengthened, and we see how translations can help us determine the meaning of *gjerne* in particular instances.

There were five zero correspondences in class 5. Occasionally, semantic traces of *gjerne* were found elsewhere in the sentences, as two zero correspondences had the simple present tense. Similarly to generic *gjerne* expressing aktionsart only, the simple present tense may refer to habitual or general situations (Hasselgård et al. 2007: 180-181), as in example 35 below. In example 36 the meaning of *gjerne* is lost entirely.

35. Man sier **gjerne** at alle forbrytere begår minst en feil, og det gjelder nok også for dem som vil gi inntrykk av å være det. (FC1)

*They say all criminals make at least one mistake, and that holds good too, I suppose, for people who want to give the impression they are.* (FC1T)

36. Helt innerst gjorde den en brå sving som **gjerne** ble kalt "Kapteinsvingen". (JG1)

*At the end of the road there was a sharp bend, known as Captain's Bend.* (JG1T)

Only one of the correspondences belonging to class 5 was divergent, and it was realized by the verb phrase *used to* (example 37), which is treated as a *marginal modal auxiliary* in Hasselgård et al. (2007: 164) because of its double function as auxiliary and lexical verb. It commonly occurs in positive declarative sentences expressing past habits, whereas the adverb *usually* is used in present tense, as in example 33 above.

37. Vi sa **gjerne**: "Det er like mye vibrasjoner i henne som i en hippie full av hasj." (JM1)

*We **used to** say: "She's got as many vibrations as a hippie full of hash."* (JM1T)

### 3.2.1.5 Class X

In four of the hits in which *gjerne* had multiple class membership, the choice was between class 1 and 5. Two were congruent correspondences, realized by the adverb *preferably* (example 38) and two were zero correspondences (example 39).

38. Ofte går han også på medlemsmøta, sit **gjerne** langt bak i salen, og synest det er moro med debattane [...]. (KFL1)

*Often he attends union meetings, sitting **preferably** far back in the room, and enjoys the debates [...]. (KFL1T)*

39. Selv er jeg ingen kunstskegger, bare en interessert betrakter som **gjerne** bruker lunsjpausen til å vandre rundt blant Vatikanets kunstsaker. (JW1)

*I am no connoisseur of art, just an interested observer who enjoys wandering around the Vatican's art collections in his lunch hour. (JW1T)*

The fact that *gjerne* may express aktionsart in addition to favorable attitude becomes evident in these examples. In 38, the translator has interpreted it as belonging to class 1, as *preferably* indicates that sitting in the back is what the man wants the most. In the zero correspondence in 39, the translator reveals his understanding of *gjerne* in the verb *enjoys*, which suggests that it has been taken to belong to class 1.

With three other hits, the choice was between classes 1 and 2, and they were all divergent correspondences, as in 40 below.

40. "Jeg skulle **gjerne** budt dere te," sier Mary Musangi at kvinnen sier. (TB1)

*"I **should like** to have offered you some tea," Mary Musangi tells me the young woman says. (TB1T)*

It may be argued that the woman utters a wish to serve tea, which is strengthened by *gjerne*. *Gjerne* would then belong to class 1. Regarding class 2, the modal auxiliary *skulle* gives the impression that this is something she would have done *if* circumstances allowed her to, thus it may be argued that *gjerne* expresses likelihood in an implied hypothetical sentence. The close linguistic context of this sentence was not of any help in deciding class membership. Still, the translator seems to have favored the first interpretation.

In two cases, *gjerne* did not seem to fit into any of the classes, and both times, it occurred in answers. In 41, *gjerne* expresses the favorable attitude of the speaker, and not aktionsart, which rules out class 5. Furthermore, it does not reflect likelihood, probability or reasonableness, thus excluding classes 2 and 4. It could, however, be an answer to a request for permission, but the context reveals that this is not the case, and class 3 is also out of the question. Also it does not strengthen an expressed wish or take the meaning *with pleasure*, so it does not fit clearly into class 1 either.

41. "Skal vi ligge sammen før vi går?" sa hun. "**Gjerne** det." (OEL1)

*"Shall we make love before we go?" she said. "All right."* (OEL1T)

Seemingly, the list of meanings from *Norsk Riksmålsordbok* is not sufficient for describing all uses of *gjerne*. In her study, Aijmer (1984: 173-174) treats the instances of Swedish *gärna* occurring as answer particles as speech act particles, and in example 41, *gjerne* has a similar function. For further discussion on *gjerne* as a speech act particle, see chapter 5.

### 3.2.2 Non-fiction

This section gives the results of the expression and congruence analysis of the occurrences of *gjerne* in non-fiction texts. The numbers of congruent, divergent and zero correspondences in each class are presented in table 3.4.

	<b>Congruent</b>	<b>Divergent</b>	<b>Zero</b>	<b>Total</b>
<b>Class 1</b>	3	3	3	9
<b>Class 2</b>	0	0	0	0
<b>Class 3</b>	0	0	0	0
<b>Class 4</b>	0	0	0	0
<b>Class 5</b>	32	5	12	49
<b>Class X</b>	5	1	9	15
<b>Total</b>	40	9	24	73

**Table 3.4:** Expression and congruence in Norwegian original non-fiction texts

#### 3.2.2.1 Class 1

The nine instances of *gjerne* in class 1 were scattered evenly across the three correspondence types. Three congruent correspondences were realized by two different adverb phrases. In 42

below, *gjerne* is translated by the adverb *well*, and it expresses the favorable attitude of the speaker. Navigating through the waters with no radar is something the speaker would be happy to avoid. In 43, *gjerne* gives emphasis to a wish, and this function is preserved in the adverbial construction *very much* in the translation. It is also worth noticing that the verb *want* that often occurred in zero correspondences is present here as well.

42. Mållinjen ligger helt inne ved land, og navigering i dette farvann uten radar men med sterke havstrømmer kan jeg **gjerne** unnvære. (KT1)

*The finish line is located way in by shore, and navigating in these waters without radar but with strong ocean currents is something I can **well** do without.* (KT1T)

43. Dette er et omdømme nordmenn **gjerne** vil tro på og leve opp til. (ABJH1)

*It 's a reputation the Norwegians want **very much** to believe in and live by.* (ABJH1T)

One of the divergent correspondences in class 1 was the verb *be* followed by an adjective phrase introducing an infinitive clause, as in 44. The phrase *was very happy* reflects how a certain action affected Piero, rather than how much he wanted to perform it, which is how *gjerne* functions in this example. Still, some notion of emphasis is present in the adverb *very*.

44. Ser Piero ville **gjerne** gjøre mannen denne tjenesten, og derfor tok han skjoldet med til Firenze (der familien nå åpenbart bodde) og gav oppdraget til Leonardo. (ANR1)

*Piero **was very happy** to do this, [...] He took the buckler to Florence and without saying a word about whom it belonged to, he asked Leonardo to paint something on it...* (ANR1T)

The two remaining divergent correspondences belonging to class 1 were realized by the verb phrase *would like to*. Interestingly, this was by far the most common overt correspondence of *gjerne* in fiction texts, whereas in non-fiction texts it occurred only twice. In 45, *gjerne* gives emphasis to an expressed wish. The English translation does convey an implied wish, but it is without particular emphasis, instead it expresses an expected positive reaction to something.

45. Det vi **gjerne** skulle ha visst, er hvordan de permanente fiskeinnetningene deres ble bygd. (KP1)

*What we **would have liked to** know, is how they constructed their permanent fishing traps.* (KP1T)

Among the three zero correspondences, both kinds of omission were represented. Example 46 is a case of total omission, whereas the verb *wanted* in the translation in 47 may be said to carry a stronger notion of willingness than *ville*, the corresponding volitional element in the source text; cf. the discussion on example 19 in section 3.2.1.1 above.

46. Slik var det nå engang med folk som **gjerne** ville vise at de hadde mer enn andre.  
(AOH1)

*In this way people could show that they possessed more than others did.* (AOH1T)

47. I 1481 får Lorenzo en forespørsel fra paven om han kan sende kunstnere til Roma, og Lorenzo vil nok **gjerne** sende de beste han har som representanter for seg og Firenze.  
(ANR1)

*In 1481, the Pope asked Lorenzo to send some artists to Rome, and Lorenzo would certainly have wanted only the best representatives for himself and the city of Florence.* (ANR1T)

### 3.2.2.2 Class 5

32 out of 49 occurrences of *gjerne* in class 5 had congruent correspondences in English. These were realized by five adverbs, of which the most frequent was *often*, which occurred 17 times. *Usually* occurred eight times, *normally* and *generally* each occurred three times, and *mainly* only once. *Usually*, *often*, and *generally* were the only congruent correspondences that occurred in both fiction and non-fiction texts. However, *mainly* and *normally* relate to them in taking the meanings *for the most part* and *under normal circumstances* respectively, as in the following examples.

48. Når trusselen er over, opphører **gjerne** samarbeidet. (GL1)

*When the threat no longer exists, cooperation **normally** dissipates.* (GL1T)

49. Byene lå **gjerne** ved kysten, der det var behov for omlasting fra land- til sjøtransport.  
(AOH1)

*Towns were **mainly** located by the coast because of the need for transshipments from land transport to sea transport.* (AOH1T)

There were remarkably fewer instances of divergent correspondences in class 5. Once, *gjerne* was rendered by the verb phrase *tend to*, which reflects a tendency. In 50, it is implied that standardized endings is a normal characteristic of folktales.

50. Likedan har eventyrene **gjerne** en avslutningsformel, ofte fører den oss tilbake fra fantasiens verden til virkeligheten. (UD1)

*Similarly, folktales **tend to** have a standardized ending, often bringing us back to the real world again.* (UD1T)

*Gjerne* was once rendered by a prepositional phrase, as in 51. Semantically, *for the most part* here expresses the same as the congruent correspondences, *mostly* and *mainly*, i.e. the majority of houses in an area consist of wood.

51. Dessuten er de **gjerne** av tre, et materiale som savner stenens bestandighet. (CNS1)

*Moreover, they consist **for the most part** of wood, a material that lacks the permanency of stone.* (CNS1T)

In three cases, *gjerne* was rendered by *be* followed by an adjective and an infinitive clause. In example 52, *is quite common to* carries a notion of frequency or regularity. It denotes that something is done often and commonly. The fact that this is about the division of childhood into sub-groups rather than about these sub-groups as a topic of conversations is more obvious in the translation than in the original sentence. In 53, *were apt to*, which occurred twice in the ENPC, indicates a tendency to attempt the channel in a certain kind of weather, thereby reflecting some of the usuality aspect of *gjerne*.

52. Man taler **gjerne** om spedbarn, småbarn, barn og tenåringer. (LSPL1)

*Furthermore it **is quite common to** divide childhood into sub-groups such as infants, small children, children and teenagers.* (LSPL1T)

53. Ja, særlig i ruskevær var det **gjerne** de lot det stå til inn gjennom den farlige leia. (PEJ1)

*Especially in gale weather they **were apt to** attempt that treacherous channel.* (PEJ1T)

Among the zero correspondences in class 5, we find both those in which the meaning of *gjerne* is entirely absent (example 54), and those in which the simple present tense reflects a habitual situation (example 55).

54. Men det var også der uværet **gjerne** kom først og tok hardest. (PEJ1)

*But it was also there that the bad weather came first and hardest. (PEJ1T)*

55. Selv om emnet er aldri så fantastisk, er fortellerstilen **gjerne** gjennomført realistisk. (UD1)

*However fantastic the subject matter may be, the style of the narrative remains realistic. (UD1T)*

### 3.2.2.3 Class X

The most common combination in class X in non-fiction texts was that of classes 1 and 5, reflecting both favorable attitude and aktionsart. It would seem likely that translators opt for zero correspondence in these problematic instances of *gjerne*. As table 3.4 shows, the majority of hits belonging to class X were indeed zero correspondences, but also quite a few correspondences were overt, and in these, the translators seem to have found one meaning to be more dominant than the other. In 56, *gjerne* has been interpreted as reflecting willingness more than habitual aktionsart, which becomes evident in the divergent correspondence *are more than willing to*.

56. Og har dyslektikere først funnet et område som de behersker, da satser de **gjerne** hundre prosent for å lykkes. (ANR1)

*And when dyslectics finally find an area they can master, they **are more than willing to** give their all. (ANR1T)*

57. To og to jordeiere slo seg **gjerne** sammen, og delte avlingen likt. (PEJ1)

*Those who owned land formed partnerships, and divided the crop equally. (PEJ1T)*

As mentioned earlier, a translator's interpretation of *gjerne* may be revealed even in zero correspondences. Example 57, on the other hand, gives an example of how they often do not help decide class membership. The context of the sentences were checked for hints as to what meaning to assign to *gjerne* in Class X, but this was seldom found.

There were also some hits with other class combinations. Example 58 could fit into classes 2 and 3, and the translation does not help determining which one. It could be argued that someone gives the permission to compare part owners with the stockholding companies of today. In that case, *gjerne* expresses willingness in giving permission, and *gjerne* belongs to class 3. On the other hand, *gjerne* could mean *easily*, which makes it part of class 2.

58. Her løste man problemet ved å danne partsrederier, en eierform som **gjerne** kan sammenliknes med dagens aksjeselskap. (ABJH1)

*Here the problem was solved by forming "part owners," a form of ownership which compares with today's stockholding companies. (ABJH1T)*

As was established regarding example 12 in 3.1.2, *gjerne* in example 59 could belong to class 2 as well as class 4, however, the congruent correspondence *easily* reveals that the translator has opted for the former.

59. "Man vil legge merke til at Leonardos ordbilder sjelden eller aldri er abstrakte, men konkrete, man kunne **gjerne** si håndgripelige. (ANR1)

*Vangensten also describes Leonardo's word pictures: "One will notice that Leonardo's word pictures are seldom or never abstract, but concrete, one could **easily** say tangible. (ANR1T)*

### 3.2.3 Comments

The zero correspondences made up approximately one third of the hits in both fiction and non-fiction texts. This strengthens the assumption that there is no English equivalent of *gjerne*. Furthermore, the numerous overt correspondences prove that there are many ways to express the meanings of *gjerne* in English, but none of them cover all parts of *gjerne* semantically. The number of overt correspondences thus supports the hypothesis that *gjerne* is a polysemous word with many more or less overlapping meanings and uses.

In general, the intended meanings of utterances are more apparent in the Norwegian sentences, whereas the illocutions more often must be inferred in the translations. This is especially true about class 3, in which permission often is implied in the English translations. It is also often the case in class 1, when *gjerne* functions as an intensifier, strengthening an expressed wish.



There was a high degree of congruence in class 2 in fiction texts. One explanation may be that *like gjerne* and *as well*, which was the most frequent congruent correspondence, have developed into fixed expressions with similar semantic content and grammatical functions in Norwegian and English respectively. Thus *as well* would be the most natural choice when translating *like gjerne*. Still, the fact that there are some divergent and zero correspondences in class 2 suggests that this is not necessarily a one-to-one correspondence.

It would seem likely that translators opt for congruent correspondences in order to stay close to the original sentence, and avoid the extra work of making syntactic changes. It is therefore interesting to notice that in many cases, a divergent correspondence has been chosen even though a congruent one is available. However, divergent correspondences do not always require drastic syntactic changes. Example 51 is a case in which the divergent correspondence *for the most part* functions as an adverbial, and syntactically the sentences are almost identical. When the correspondences have diverging grammatical functions, on the other hand, the semantic changes are greater. For example, the verb phrase *it is quite common* in 52 requires alterations in the sentence structure, but is still chosen even though an adverb like *commonly* would have done the same job, without causing greater syntactic changes.

## 4. *Gjerne* in Norwegian Translations and its English Sources

### 4.1 Classification of *Gjerne*

The process of classifying *gjerne* according to the semantic categories in *Norsk Riksmålsordbok* (see section 1.2) was also conducted on the findings in Norwegian translations in the ENPC. Table 4.1 shows the results of this analysis.

	Fiction	Non-Fiction
Class 1	78	10
Class 2	6	4
Class 3	5	0
Class 4	0	0
Class 5	10	25
Class X	14	8
Total	113	47

**Table 4.1:** Classification of *gjerne* in Norwegian translations

#### 4.1.1 Fiction

Of 113 occurrences of *gjerne* in fiction texts, as many as 78 belonged to class 1, either as intensifiers in expressed wishes (example 1), or with a meaning similar to *with pleasure*, in which *gjerne* reflects the speaker's willingness to perform an action (example 2).

1. Men all right, jeg vil **gjerne** ha litt rødvin." (ABR1T)
2. "Vel, vil du ikke være med og spleise, så er vel det greit, vi spanderer så **gjerne**!" (DL2T)

Six hits belonged to class 2, and all of them occurred in the phrase *like gjerne*, which carries a notion of comparison, as in example 3 below. Here, the speaker claims that the place referred to might be Sibir as well as any other place, even though it is located near London.

3. Dette var 80 km fra London, men det kunne like **gjerne** vært Sibir. (RR1T)

Five occurrences of *gjerne* belonged to class 3, expressing someone's willingness in granting permission. With the imperative mood, example 4 takes the form of a command, but the

presence of  *gjerne*  makes it less imposing, and the utterance rather expresses permission. According to Aijmer (1984: 174),  *gjerne*  in this context is a speech act particle as it reflects the willingness of the  *speaker*  in giving permission, this use of  *gjerne*  will be discussed in more detail in chapter 5.

4. "Kall meg  **gjerne**  Eugene," tilføyde han. (SG1T)

Ten occurrences of  *gjerne*  belonged to class 5. In these cases,  *gjerne*  referred to the frequency or regularity of a certain action or situation. Examples 5 and 6 show how generic  *gjerne*  often occur in passive sentences (5) or active sentences with inanimate subjects (6).

5. En mann av den typen som av forsvarsadvokater  **gjerne**  blir beskrevet som "en bamse av en kar". (ST1T)
6. Det endte  **gjerne**  med at Fibich tok med seg brevene hjem. (AB1T)

14 hits fell into class X, with no clear class membership.  *Gjerner*  in example 7 could belong to class 2 as it expresses probability in a hypothetical sentence, marked by the subordinating conjunction  *hvis*  (if). It is the narrator that expresses probability, and if he is treated as the speaker uttering his own judgement of the probability, and not as an objective teller of the story, this instance of  *gjerne*  would rather belong to class 4. In example 8,  *gjerne*  could belong to class 1, as the subject, referring to Lady Fiona, is capable of attending a charity gala willingly. At the same time,  *gjerne*  could refer to the frequency with which Lady Fiona attends charity galas, and thus belong to class 5.

7. De kunne  **gjerne**  ha vært Kråkas intime venner enda, hvis det ikke var for det at de alltid sto i gjeld til ham. (JC1T)
8. Zablonsky visste at etter hertugens død hadde Lady Fiona begynt å gå med dem av og til, med motvillig tillatelse av assurandøren; som regel ved en velgjørhetsgalla der hun  **gjerne**  var til stede. (FF1T)

The combination of classes 1 and 5 that was the most common one in translations in fiction texts. As mentioned in 3.1.3 above, this is most likely due to the double meaning that generic  *gjerne*  often takes, i.e. it expresses aktionsart and favorable attitude at the same time.

#### 4.1.2 Non-fiction

Ten of the 47 occurrences of *gjerne* in the Norwegian translations of English non-fiction texts belonged to class 1. In example 9, *gjerne* strengthens the volitional element in *vil*, and in 10, it reflects the subject's willingness in admitting that the hyena is not particularly beautiful.

9. Vi lengtet mot våren, og jeg ville **gjerne** høre hva en verekspert mente om utsiktene.  
(PM1)

10. Jeg innrømmer **gjerne** at den flekkete hyenen ikke er det vakreste dyret her på jorden.  
(SJG1T)

Four times, *gjerne* belonged to class 2. Again, all of them occurred in the phrase *like gjerne*, as in 11, where the chance that it was a Martian that uttered the comments, and the chance that someone else did it is considered equally possible.

11. Kommentarene hans kunne like **gjerne** ha kommet fra en marsboer. (OS1T)

25 hits belonged to class 5, which makes it the most common class in this text type. Example 12 shows how *gjerne* may express aktionsart only, as poisonous snakes are not in control of the ways in which humans categorizes them.

12. Giftslangene blir **gjerne** delt inn i to grupper. (ML1T)

Eight of the occurrences of *gjerne* were put in class X, and in all but one, the choice of class membership was between class 1 and class 5, as in 13. Here, *gjerne* either expresses that hedgehogs happily eat fruits and young birds, reptiles and amphibians, or that they often do so. *Gjerne* in 14 could belong to classes 1 and 2, as *gjerne* may express both the elector's willingness to vote (class 1), and the likelihood that he would vote, if he was not busy taking care of his leaking roof (class 2).

13. Det vil helst ha insekter og snegler, men det tar **gjerne** frukt og fugleunger, krypdyr og frosker. (ML1T)

14. En velger som er misfornøyd med boligstandarden vil si at han **gjerne** skulle stemt, men dessverre ikke kan komme seg til valglokalet fordi han må passe på taket som lekker. (MAW1T)

### 4.1.3 Comments

The difference between the text types revealed in table 4.1 was not as striking as in the Norwegian original texts (see table 3.1). Still, it shows similar opposing tendencies regarding class membership; class 1 was much more common in fiction than in non-fiction and class 5 was more common in non-fiction than in fiction. Also, fewer classes were represented in non-fiction texts than in fiction texts. In both text types, class 4 was absent, and in addition, non-fiction texts lacked class 3. This diverging representation of classes in Norwegian translations resembles that in Norwegian originals, and supports the assumption that generic *gjerne* is more formal than the other uses of the word.

Regarding class X, once more, the combination of classes 1 and 5 was most frequent. This suggests that there is a distinction between generic *gjerne* expressing aktionsart only and aktionsart and favourable attitude simultaneously, which is not taken into account in the dictionaries. The need for class X supports the fact that *gjerne* is an ambiguous and polysemous word and suggests that the borders between the classes defined in *Norsk Riksmålsordbok* (see section 1.2) are rather fuzzy.

## 4.2 English Sources of *Gjerne*

The number of hits of *gjerne* in Norwegian translations in the ENPC amounted to 160. Their correspondences were realized by 23 different overt correspondences, and 91 zero correspondences. Table 4.2 shows the translation paradigm that was established on the basis of the findings in Norwegian translated texts in the ENPC.

Ø	91	gladly	2	freely	1
would like to	22	easily	2	widely	1
tend to	7	even	2	generally	1
usually	5	would like	2	inevitably	1
often	4	was anxious to	2	well	1
as well	4	desperately	1	be delighted	1
would love to	3	be more than obliged to	1	positively	1
like to	3	would be glad	1	was eager to	1

**Table 4.2:** English sources of *gjerne*

Table 4.2 reflects the many different, but somewhat related uses of *gjerne*. It resembles the paradigm of translations of *gjerne* (table 3.2) in that only a few correspondences (Ø, *would like to*) occur a considerable number of times, and in displaying a high number of correspondences occurring once or twice. The 91 zero correspondences are of particular interest. Considering that the present chapter deals with Norwegian translations of English texts, this means that about 60% of the instances of *gjerne* in Norwegian translations has been added despite the lack of a corresponding linguistic unit in the source text.

#### 4.2.1 Fiction

Table 4.3 displays the results of the congruence and expression analysis conducted on the sources of *gjerne* within each class in the fiction texts.

	<b>Congruent</b>	<b>Divergent</b>	<b>Zero</b>	<b>Total</b>
<b>Class 1</b>	2	28	48	78
<b>Class 2</b>	4	0	2	6
<b>Class 3</b>	1	0	4	5
<b>Class 4</b>	0	0	0	0
<b>Class 5</b>	4	2	4	10
<b>Class X</b>	2	2	10	14
<b>Total</b>	13	32	68	113

**Table 4.3:** Expression and congruence in Norwegian translations in fiction texts.

##### 4.2.1.1 Class 1

A total of 48 occurrences of *gjerne* belonging to class 1 in the fiction texts had zero correspondences in the English original texts. Occasionally, in such cases, *gjerne* came from nowhere, as in example 15. Here, *gjerne* implies that Mr Dalglish will be glad to give them a lift. In the source text, on the other hand, no element implies the same. Neither is there anything in the surrounding sentences in the ENPC that could have triggered the use of *gjerne*.

15. "Theresa, dette er Mr Dalglish, han vil **gjerne** kjøre dere. (PDJ3T)

"Theresa, here is Mr Dalglish to give you all a lift. (PDJ3)

Nevertheless, in 30 zero correspondences, elements that may have triggered the use of *gjerne* were found in its close linguistic context, and of these, 24 included the verb *want* (example 16). The high number of *want* in English sentences that translate into Norwegian sentences with *gjerne* supports the assumption that *want* often causes translators to use *gjerne*. Still, for the reasons given in the comments on example 19 in 3.2.1.1, it is not considered an overt correspondence.

16. Vil du virkelig **gjerne** høre om den?" (ABR1T)

*You really want to hear about it?" (ABR1)*

Verbs reflecting someone's strong wish to do something, or that they take pleasure in doing it could also be claimed to trigger the use of *gjerne*. The verb phrase *long for/to* occurred three times, and in example 17, it reflects a strong wish. Other such verb phrases were *like* and *enjoy*.

17. Hun skulle så **gjerne** hatt en gin-tonic å leske seg med. (ST1T)

*She longed for a gin and tonic. (ST1)*

Of the 28 divergent correspondences in class 1, 21 were cases of *would like to*. In section 3.2.1.1, it was established that the modal construction *ville+gjerne* translates into *would like to* in the majority of cases. This correspondence seems to go both ways, and it would be of interest to check these constructions for mutual correspondence. However, such an investigation goes beyond the scope of the present study. As mentioned above, *would like to* does not function as an intensifier in the same way that *gjerne* does when collocating with *ville*. In example 18, it reflects the speaker's favorable attitude towards discussing something rather than the degree to which he wants the discussion to take place.

18. For min egen del ville jeg nå **gjerne** ha fått diskutert alt sammen først." (DL2T)

*I, for one, **would have liked to** discuss it all first." (DL2)*

In two cases, *gjerne* corresponded to *would love to*, which functions in much the same way as *would like to*, except that *love* expresses a stronger expected pleasure than *like*, and the implied wish seems even stronger (example 19).

19. Men all right, jeg vil **gjerne** ha litt rødvin." (ABR1T)

*But all right, I 'd love some red wine."* (ABR1)

The remaining divergent correspondences included verb phrases with the auxiliary *be* followed by adjectives describing how someone takes pleasure in doing something (example 20) or their strong wish to do it (example 21). Other variants of this construction occurred in *Engelsk Blå Ordbok* as possible translations of *gjerne* when it means *med glede* (lit.: with happiness), which also is the meaning that *gjerne* takes in the following examples.

20. Begge steder har jeg truffet de ansvarlige legene, og tar **gjerne** kontakt med dem."

(AH1T)

*In both places, I 've met the doctors in charge and would **be glad to** contact them."*

(AH1)

21. Jeg brisiker meg ikke med at hun mer enn **gjerne** tok mitt navn. (JB1T)

*I don't flatter myself that she **was eager to** take my name. (JB1)*

Two instances of *gjerne* in class 1 had congruent correspondences. These are presented in 22 and 23 below. In 22, *gjerne* reflects part of the meaning of its source *gladly* in that it signals the speaker's favorable attitude towards having a drink. In 23, *gjerne* functions as an intensifier in an expressed wish, as does *desperately* in the source text.

22. " Jeg tar **gjerne** en drink, men la meg fortelle dere hvordan det står til med prosjektet.

(RDA1T)

*"I 'll **gladly** have a drink, but I want to tell you what my position is. (RDA1)*

23. Han fikk et underlig uttrykk som minnet meg om Megan når det var noe hun så **gjerne** ville gjøre, men samtidig fryktet at folk skulle le av henne. (TH1T)

*He had a peculiar expression that reminded me of Megan when she **desperately** wanted to do something but was afraid of being laughed at for it. (TH1)*

#### 4.2.1.2 Class 2

Of the six instances of *gjerne* belonging to class 2, four were cases of congruent correspondences. In three of them, the phrase *like gjerne* corresponded to the phrase *(just) as well*, as in example 24. In example 25, *like gjerne* adds an extra notion of comparison that is



not present in the English correspondence *easily*. It is, however, present in the sentence as a whole, in the mention of Jessica and Molly as two possible mothers of Deborah.

24. Det var da han, uventet, med et ertende glimt i øyet, tilføyde: "Vet du, penger er så lite verd i disse dager, at man like **gjerne** kan gifte seg av kjærlighet. (ABR1T)  
*That was when, unexpectedly, mischief lighting up his green eyes, he added. "You know, money is worth so little these days, one may **just as well** marry for love.*  
(ABR1T)

25. Davids søster Deborah, en kjølig, tiltrekkende pike som like **gjerne** kunne ha vært Jessicas datter og ikke Mollys, kom på et kort besøk. (DL1T)  
*Briefly, too, came David's sister Deborah, a cool attractive girl who could **easily** have been Jessica's daughter and not Molly's.* (DL1)

The remaining two instances in class 2 were zero correspondences. In both cases the English verb phrase *might have been* translated the Norwegian verb phrase *kunne vært*, modified by *like gjerne*, as in 26. It is possible that this phrase causes translators to use *like gjerne*.

26. Dette var 80 km fra London, men det kunne like **gjerne** vært Sibir. (RR1T)  
*This was fifty miles from London but it might have been northern Canada, it might have been Siberia.* (RR1)

#### 4.2.1.3 Class 3

In class 3, four zero correspondences were found, and in all, *gjerne* seems to have come from nothing, as in example 27. Whereas the expressed permission is quite obvious in the Norwegian translation, the English sentence rather refers to a potential future event. The presence of *gjerne* adds a bit of politeness to the permission, in that it reflects the speaker's willingness in granting it.

27. Hele kåken kan **gjerne** ramle sammen for meg, jeg ville ikke ofre en fjert på 'n&pron;, engang. (SK1T)  
*The whole place could fall flat and I wouldn't fart sideways to a dime.* (SK1)

The only congruent correspondence in class 3 is presented in example 28. Here, the speaker expresses that the addressee is entitled to his own opinion. However, *well*, more than *gjerne*, signals that there are good reasons for the addressee to have this view.

28. Og du kan **gjerne** synes at krabaten var bedre stilt uten ham; men jeg vet ikke, jeg, en far er en far uansett hvilke politiske oppfatninger han har. (FW1T)

*And you might **well** think the lad was better off without him; but I don't know: a father's a father, no matter what political sentiments he has. (FW1)*

#### 4.2.1.4 Class 5

There were four zero correspondences among the hits in which *gjerne* belonged to class 5, and all of them had habituality built into the verb phrase in English. Once, *gjerne* was triggered by the simple present tense, whereas in the remaining three occurrences, the verb *would* may have caused the translators to include *gjerne* in the translations, as illustrated in example 29.

29. Hvis Fibich gikk inn i rommet [...], fant han henne **gjerne** i ferd med å trekke te mens hun viftet kokett med sitt armbåndsprydete handledd. (AB1T)

*If Fibich went into the room [...] he would find her brewing up tea, with many a dainty shake of a braceleted wrist. (AB1)*

In the description of *would* in *Collins Cobuild Advanced Learner's English Dictionary*, expressing regularity in the past is listed as one possible use of the word ('Would', def. 16: 1683). Hasselgård et al. (2007: 202) also list habitual activity in the past as one of the root uses of *would*. Thus it seems reasonable that *gjerne* has been included in the Norwegian translation in order to preserve the notion of habitual action inherent in *would*.

There were four congruent correspondences, and twice, *gjerne* translated *usually*, which also expresses aktionsart, and twice, the English sources of *gjerne* indicated that it should belong to other classes. In 30, *even* suggests class 4, while *easily* in 31 suggests class 2.

30. Fibich [...] som **gjerne** ble fristet til å ta en kopp selv, kunne ikke la være å beundre Yvettes hvite hender med de rosenrøde neglene, det tynne gullarmbåndet på hennes plettfrie mansjett. (AB1T)

*Fibich [...] even cajoled into drinking a cup himself, could not help admiring Yvette's white hands with their rosy nails, her thin gold bracelet on her spotless cuff.* (AB1)

31. Når David innvilget dem et besøk, var rommet hans **gjerne** en køye ombord i en yacht eller et værelse i en villa i Syd-Frankrike eller Vest-India (DL1T).

*When David did consent to visit, his place could easily be a bunk on a yacht, or a room [...] in a villa in the South of France or the West Indies.* (DL1)

There were two divergent correspondences in class 5, and both consisted of the verb phrase *tend to*, which denotes that something happens on more or less regular basis. This notion of regularity is to some extent preserved in the translations through the use of *gjerne*, as in 32.

32. [...] mange av vennene hennes hadde skilte foreldre, førte et tilfeldig og vilkårlig liv og var **gjerne** noe ute av balanse, som man kaller det. (DL1T)

*[...] many of her friends had divorced parents, led adventitious and haphazard lives, and tended to be, as it is put, disturbed.* (DL1)

#### 4.2.1.5 Class X

The most common combination of *gjerne* in class X was that of classes 1 and 5. The predominance of this combination may be explained by the double meaning generic *gjerne* may take (see 3.1.3). For the most, these hits were zero correspondences, in which the use of *gjerne* was triggered by *would*, suggesting that *gjerne* was intended to belong to class 5, as in example 33.

33. [...] hun satte **gjerne** livet på spill for å gå med mat til ham. (BC1T)

*[...] she would risk her life to fetch him food.* (BC1)

There were two congruent correspondences in class X. In 34, *inevitably* implies that something generally is expected to happen in remote districts. Thus, also this instance of *gjerne* was in all likelihood supposed to belong to class 5.

34. Hans tante hadde levd stille og tilbaketrukket, men på avsides steder blir naboer **gjærne** kjent med hverandre. (PDJ3T)  
*His aunt had lived very quietly but neighbours sharing the same remote district inevitably do get to know each other.* (PDJ3)

Up until this point in the investigation, class 4 had no representation in the ENPC. With some instances of *gjærne*, however, it occurred as one out of several possible classes, as in 35. Here, *gjærne* could belong to class 1, reflecting someone's willingness to lie to the doctor, and it could belong to class 4, taking the meaning *til og med* (even). In addition, *gjærne* could refer to the frequency with which people lie to their doctors in order to get drugs, and thus it fit into class 5. In this case, the congruent correspondence *even* reveals that *gjærne* was intended to belong to class 4.

35. Hun fortsatte: "Som du vet, vil fremdeles mange, altfor mange, si hva som helst, **gjærne** lyve, for å få legene til å forordne midlene de selger. (AH1T)  
*Celia continued, "As you know, some detail men — not all, but still too many — will say anything, even lie, to get doctors to prescribe the drugs they 're selling.* (AH1)

#### 4.2.2 Non-fiction

Table 4.4 gives the number of congruent, divergent and zero correspondences belonging to classes 1 to 5 and class X in Norwegian translations of English fiction texts in the ENPC.

	<b>Congruent</b>	<b>Divergent</b>	<b>Zero</b>	<b>Total</b>
<b>Class 1</b>	2	4	4	10
<b>Class 2</b>	2	0	2	4
<b>Class 3</b>	0	0	0	0
<b>Class 4</b>	0	0	0	0
<b>Class 5</b>	8	5	13	26
<b>Class X</b>	1	2	4	7
<b>Total</b>	13	11	23	47

**Table 4.4:** Expression and congruence in Norwegian translations in non-fiction texts

#### 4.2.2.1 Class 1

Among the 10 instances of *gjerne* belonging to class 1, there were four instances of zero correspondence, and in two of them, *gjerne* seemed to come from nowhere, which is the case in example 36. In the other two, the use of *gjerne* may have been triggered by other elements in the source texts. One of these included the verb *want*, and the other (example 37) the phrase *usual preference*. Interestingly, this correspondence allows the use of *gjerne* of classes 1 and 5, as it denotes a *wish* that someone *commonly* has. However, the usuality aspect is lost in the translation, instead the wish is strengthened by the phrase *inderlig gjerne*.

36. Jeg vil **gjerne** fortelle en historie om en liten frase i livsmusikken på Jorden. (CSA1T)

*Let me tell you a story about one little phrase in the music of life on Earth. (CSA1)*

37. Men poenget er at det forløpet jeg har skissert opp ikke engang ville bli tatt med i betraktningen, rett og slett fordi vi så inderlig **gjerne** vil se direkte adaptasjon hvor vi snur og vender oss. (SJG1T)

*I do, however, point out that under our usual preferences for seeing direct adaptation everywhere, my scenario would not even be considered. (SJG1)*

Four cases of *gjerne* had divergent correspondences, and these were realized in mainly two ways. First, there were two cases with the verb *like*. To some extent, they resembled the phrase *would like to*, but could also be interpreted differently. One possible reading of *would like* in 38 is that it expresses the speaker's expectation to enjoy or agree with the addressee's views. However, the *ville+gjerne* construction in the translation, which was the most common correspondence of *would like to*, suggests that *would like* has been taken to reflect the speaker's wish to know the views of the addressee.

38. [...] "og jeg vil **gjerne** ha Deres syn på hva vi så skal gjøre." (MH1T)

*[...] "and I **would like** your views as to what we should do next." (MH1)*

Second, there was the *be+adjective+infinitive clause*-construction. The adjectives affected the linguistic context of each case of *gjerne* in different ways. It seems that *be delighted to* in 39 reflects stronger willingness than *was anxious to* in 40, as the phrase *mer enn gjerne* gives stronger emphasis to the expressed wish than *gjerne* alone.

39. Så ettertrykkelig som vi kunne på vårt gebrokne fransk fortalte vi Faustin at vi mer enn **gjerne** ville forlenge den nåværende avtalen (PM1T).

*As emphatically as we could in our unsteady French, we told Faustin that we would **be delighted to** continue the existing arrangement. (PM1)*

40. Vi lengtet mot våren, og jeg ville **gjerne** høre hva en verekspert mente om utsiktene. (PM1)

*We anticipated spring, and I **was anxious to** hear an expert forecast. (PM1)*

There were two congruent correspondences in class 1, namely *freely* and *gladly*. In 41, *freely* reveals that the speaker willingly admits something, and *gjerne* takes the same meaning in the translation. In 42, *gjerne* works as an intensifier. This function is not as obvious in the source text, as *gladly* first and foremost expresses how a certain action is expected to affect the speaker emotionally. Still, there often is a connection between things one does gladly and things one has a strong wish to do. Furthermore, the construction *how gladly* has an intensifying function in itself, thus despite the lack of an intensifying element, the English text also conveys a strengthened wish.

41. Jeg innrømmer **gjerne** at den flekkete hyenen ikke er det vakreste dyret her på jorden. (SJG1T)

*I **FREELY** ADMIT that the spotted, or laughing, hyena is not the loveliest animal to behold. (SJG1)*

42. Hvor **gjerne** ville jeg ikke bytte denne unyttige fordelen med den største fordelen med å være kvinne — adskillige års lengre levetid. (SJG1T)

*How **gladly** would I trade this useless advantage for the most precious benefit of being female — several extra years of average life. (SJG1)*

#### 4.2.2.2 Class 2

Within class 2, there were two congruent correspondences and two zero correspondences. Examples 43 and 44 present one of each. When *positively* is rendered by *like gjerne* in 43, what was considered to certainly be the case in the English sentence is considered no more certain than other options in the translation. In 44, *gjerne* expresses likelihood in a hypothetical sentence. It is likely that the female will mistake the male for a prey in some situations. The English sentence, with no linguistic unit corresponding to *gjerne*, rather expresses that this is a possible outcome of a certain situation, but not necessarily a likely one.

43. Kommentarene hans kunne like **gjerne** ha kommet fra en marsboer. (OS1T)

*His comments on the scene were **positively** Martian.* (OS1)

44. Men er han uforsiktig eller svak etter flere parringer, kan det **gjerne** hende at hunnen tar feil av hannen og et byttedyr. (ML1T)

*But if he is careless or weakened as the result of several matings, the female may mistake him for prey.* (ML1)

#### 4.2.2.3 Class 5

Half of the 26 hits belonging to class 5 were zero correspondences, and in six of them no semantic trace of *gjerne* was found in the original text, as in example 45.

45. Giftslangene blir **gjerne** delt inn i to grupper. (ML1T)

*Poisonous snakes can be divided into two groups; those with poison fangs at the back of the mouth and those with fangs at the front of the mouth.* (ML1)

Of the remaining seven zero correspondences, four hits had the simple present tense, which may denote habitual actions or situations (example 46), whereas two hits included the verb *would*, which reflects a regularly occurring event in the past (example 47). Also, in one case, the adverb *most* could be said to signal normality (example 48), a semantic feature also inherent in *gjerne*.

46. Frittlevende hoppekreps er **gjerne** kølle- eller pæreformete dyr. (ML1T)

*Free living copepods are pear or club shaped animals.* (ML1)

47. Den muntre stemmen til en vi såvidt kjente spurte **gjerne** om vi hadde begynt å bade ennå. (PM1T)

*[...] and the breezy, half-remembered voice of a distant acquaintance would ask if we were swimming yet.* (PM1)

48. Fangstnettene til hjulspinnende edderkopper er **gjerne** forholdsvis små [...]. (ML1)

*The webs of most orb web spiders are relatively small [...].* (ML1)

In total, eight congruent correspondences were found, and six of them were realized by the adverbs *usually* and *often*. According to the translation paradigms in tables 3.2 and 4.2, these adverbs were among the most frequent congruent correspondences of *gjerne* in both

translation directions. In addition, *generally* and *widely* each occurred once in this text type. *Generally*, as mentioned in 3.2.1.4, reflects regularity and may also indicate that something is true in most cases. *Widely* in example 49 takes a somewhat different meaning, and implies that it is a common view that some birds are revolting. This slight semantic difference is not reflected in the translations. Arguably, *gjerner* as a usuality adverb is more neutral than its congruent correspondences. While the English adverbs are placed on different points along a cline of frequency, *gjerner* can replace all of them, and thus cover the entire cline.

49. De blir **gjerner** sett på med avsky, men ikke desto mindre utfører de en viktig og nyttig jobb ved å rydde opp og få unna dyrerester. (ML1T)

***Widely** regarded as rather revolting birds, they nevertheless do a useful job of clearing up.* (ML1)

The five divergent correspondences in class 5 were all cases of the verb phrase *tend to*. In 50, it expresses that short and slender beaks is a common characteristic of this bird species.

50. Slike fugler har **gjerner** korte, smale nebb. (ML1T)

*These birds **tend to** have short, slender beaks.* (ML1)

#### 4.2.2.4 Class X

With six of the instances of *gjerner* in class X, the choice of class membership was between classes 1 and 5, and two of these were cases of overt correspondence. Example 51 illustrates how the English correspondence may help determining class membership.

51. Men vi fortsetter vår ferd til det astronomene på Jorden **gjerner** kaller den lokale galaksegruppe. (CSA1T)

*But presently our journey takes us to what astronomers on Earth **like to** call the Local Group of galaxies.* (CSA1)

Here, *gjerner* could belong to class 5 as it indicates that *the Local Group of galaxies* is a name usually given to this destination. It may also imply that astronomers like to call it so, and thus belong to class 1. The use of *like to* guides us towards the latter interpretation, but it is worth mentioning that this phrase does not exclude the possibility that this happens on a regular basis.



The remaining four hits that could belong to class 1 and 5 were zero correspondences containing features that may have caused the use of *gjerne*. These features were either the verbs *would* or *want* or the simple present tense, and all served as clues that helped classifying each instance of *gjerne*.

52. Det er i seg sjøl et framskritt i forhold til å holde den Hårete Mannen i en kjeller, hvor mange deler av kulturen vår **gjerne** vil stue ham unna. (ROB1T)

*That is itself some advance over keeping the Hairy Man in a cellar, where many elements in every culture want him to be. (ROB1)*

53. Det vil helst ha insekter og snegler, men det tar **gjerne** frukt og fugleunger, krypdyr og frosker. (ML1T)

*They prefer insects, slugs and snails, but they also eat fruits and the young of birds, reptiles and amphibians. (ML1)*

In 52, *want* suggests that *gjerne* was intended to reflect someone's favorable attitude towards hiding the Hairy Man, but it could also be taken to reflect that this is a normal thing to want. This latter interpretation is strengthened by the fact that the subject, *kulturen*, is inanimate and incapable of wanting anything. In this case, then, *kulturen* must be taken to refer to the people belonging to a certain culture, and not the culture in itself. In the comments on example 13 in 4.1.2, it was established that *gjerne* in 53 may reflect that hedgehogs also eat fruits etc. either happily or often. However, the simple present tense in the source text implies that this instance of *gjerne* belongs to class 5.

Once, *gjerne* could belong to classes 1 and 2. As mentioned about example 14 in section 4.1.2 above, *gjerne* in example 54 could reflect the elector's willingness to vote, which would put it in class 1. Still, it could also express likelihood in a hypothetical sentence, and thus belong to class 2. The divergent correspondence *would love to* suggests that the former is the class in which this instance of *gjerne* belongs.

54. En velger som er misfornøyd med boligstandarden vil si at han **gjerne** skulle stemt, men dessverre ikke kan komme seg til valglokalet fordi han må passe på taket som lekker. (MAW1T)

*A citizen unhappy with his housing conditions will say that he **would love to** vote but cannot make it to the polls because of his worry over the leaking roof. (MAW1)*

### 4.2.3 Comments

The high number of zero correspondences in this translation direction is of particular interest. At first glance it seems that *gjerne* has appeared from nowhere. However, as exemplified in several cases above, it is not always so. Various linguistic elements may trigger the use of *gjerne* without qualifying as overt correspondences. Still, in quite a few instances, such triggers were not found. A possible explanation may be that they work as fillers, but one would expect this to be a feature typical of spoken language, not written texts produced by professional translators. Another explanation may be that they reflect idiomatic language use of certain situations. However, in this regard, it is difficult to recognize any patterns, as the occurrences of *gjerne* with no source seem rather arbitrary.

The absence of class 4 was briefly commented on above. This class is lacking in both text types within both translation directions. Perhaps this is because class 4 is difficult to distinguish from the other classes. This assumption is strengthened by the fact that class 4 was represented by a few hits in class X.

It was also mentioned that generic *gjerne* functions as a neutral usuality adverb as it may replace adverbs expressing different kinds of usuality, such as normality, regularity, frequency, etc. This could possibly also be said about *gjerne* when expressing favourable attitude, as it translates constructions reflecting emotions (*be glad to*), degrees of willingness (*very much*), states of mind (*desperately*), etc., all of which have separate expressions in English.

Regarding class X, the English-Norwegian translation direction lets us look to the source text in search for the intended meaning and function of *gjerne*. In contrast, the opposite translation direction shows us how a translator has interpreted *gjerne*.

## 5. *Gjerne* as a Speech Act Particle

In section 2.1.1, speech acts were described as signals of the intentions behind utterances. In her study, Aijmer (1984: 172-173) found that Swedish *gärna* has this function when it occurs a) in imperatives, revealing the speaker's favorable attitude towards a future event, e.g. willingly granting permission, b) as an answer particle, expressing the speaker's willingness to comply with a request, and c) in some modal phrases expressing the speaker's willingness to grant permission. In other words, *gärna* is a speech act particle when it is the speaker's comment on the proposition, not a part of it. To some extent, the speech act particle uses of *gjerne* was expected to overlap with the meaning categories discussed in previous chapters, since *Norsk Bokmålsordbok* treats *gjerne* as a speech act particle only indirectly. As mentioned in previous sections, certain speech act functions were found in some of the classes. For example, *gjerne* commonly occurred in imperatives in class 3, and this class also included other modal phrases expressing permission, some of which represented the speech act particle use of *gjerne*. Only the answer particle did not seem to belong to any particular class.

The present chapter examines the nine instances of *gjerne* in the ENPC that clearly met Aijmer's criteria for speech act particles. The number of each kind of speech act particle *gjerne* found in the different text types is presented in table 5.1. The speech act particle use of *gjerne* has been treated as a pragmatic function that may come in addition to other meanings of certain uses of the word, and not as a class of its own. Thus the examples given in this chapter were also included in the analyses in chapters 3 and 4. Table 5.1 lists only the examples that quite clearly have the function of speech act particles. It is, however, worth mentioning that there are other borderline cases in which *gjerne* could be said to have such functions. These will be discussed in brief towards the end of this chapter.

	Original fiction	Original non-fiction	Translation fiction	Translation non-fiction	Total
<b>Imperative</b>	1	-	1	-	2
<b>Modal Phrase</b>	2	-	3	-	5
<b>Answer particle</b>	1	-	1	-	2
<b>Total</b>	4	-	5	-	9

**Table 5.1:** Speech act particles and text types

In the ENPC,  *gjerne* occurred as a speech act particle in fiction texts only, and moreover, only in the context of reported speech. According to Downing's characterization of pragmatic markers (see 2.1.2), they are most common in spoken discourse. As the ENPC consists of written texts only, this may explain why the total number of occurrences of the speech act particle is so low, and why none of them occurs in non-fiction texts. The spoken/written division seems to be closely related to the formal/informal division, as spoken language tends to be less formal than written language.

### 5.1 Imperatives

Perhaps the most obvious instances of  *gjerne* with speech act functions were those modifying imperatives in class 3. Here, the presence of  *gjerne* added a notion of politeness, as in the following examples.

1. "Bli  **gjerne** borte et par år, men kom hjem når barna mine skal konfirmeres." (LSC2)  
*"For the good of us all," he added, "I wish you 'd stay away for a couple of years. But just come home when my kids get confirmed."* (LSC2T)
2. "Kall meg  **gjerne** Eugene," tilføyde han. (SG1T)  
*"You can call me Eugene if you like," he added. (SG1)*

Both examples are zero correspondences, but in 1, some traces of  *gjerne* is present in the verb *wish*, which reflects the speaker's favorable attitude towards the future event, that the addressee will stay away for a while. The English translation in example 1 does not express politeness like the Norwegian sentence does by means of  *gjerne*. In contrast, the subordinate clause *if you like* in example 2 does give an increased notion of politeness, i.e. it lets the addressee decide for himself what to do.  *Gjernes* may have been included in the translation in order to preserve this notion. The different structures of the English and the Norwegian sentences could possibly reflect an idiomatic difference between the two languages in expressing permission. However, more data on this use of  *gjerne* is needed before any firm conclusion on the matter can be drawn.

### 5.2 Modal Phrases of Permission

The remaining of all occurrences of  *gjerne* in class 3 collocated with the modal auxiliaries  *kan* or  *må*, and expressed the willingness of the logical subject in granting permission. In some of them the logical subject was also the speaker, and here,  *gjerne* functioned as the speaker's comment on the proposition and was classified as a speech act particle. For the most

part, these instances of *gjerne* were overt correspondences, as in example 3. There is no pragmatic particle in the English translation in 3, but the phrase *we'd be glad to* turns the utterance into an implied permission that is given willingly by the speaker.

3. "Den kan **gjerne** stå her, på tunet vårt, vi har sagt det i gruppa." (TB1)  
*"We 'd be glad to have it here in our yard, we have said so to the group."* (TB1T)
4. Idet de kom inn, kikket han ut mellom fingrene og så det der i skapet, snerrende, som om det sa: ja, de må **gjerne** komme, men de går snart igjen, og da... (SK1T)  
*As they came in, he peered through his fingers and saw it there in the closet, snarling, promising dreadfully that they might come, but they would surely go, and that when they did —* (SK1)

Example 4 displays a zero correspondence, in which the modal auxiliary *might* allows different interpretations of the utterance. First, *might* may express permission, which could explain the use of *gjerne*, as giving permission is not an inherent property of the modal auxiliary *må*, found in the Norwegian translation. Second, it is used in requests, suggestions, some hypothetical sentences, or sentences expressing possibility (Hasselgård et al. 2007: 198), of which the latter is a possible interpretation of the source text in 4. This ambiguity could have been preserved in a Norwegian translation by means of the modal auxiliary *kan*, but instead the translator disambiguated the sentence by treating it as permission and including *gjerne*. Also, there is a sense of reluctance in the permission signaled by the verbs *snerre/snarl* and the conjunctions *men/but* introducing the subordinate clause that follows the permission. They give *gjerne* an ironic tone that is not present in the English sentence.

### 5.3 Answer Particles

Of the occurrences of *gjerne* that belonged to class X, one kind was only briefly commented on in chapters 3 and 4, namely the answer particle. This use of *gjerne* may seem to belong to class 1, in that it occurs in utterances that express someone's wish or positive attitude towards something. Yet, it does not overtly strengthen a wish, nor can it be replaced by *willingly* or *with pleasure*. As examples 5 and 6 below show, *gjerne* rather reflects the willingness of the speaker in complying with a request, either by agreeing to take part in some action (5), or by giving permission (6), and as such it functions as a speech act particle. Unlike the other speech act particle uses of *gjerne*, there is no class to which this particular use of *gjerne* belongs.

According to Aijmer (1984: 173), the answer particle *gärna* takes a meaning similar to *all right*, *sure*, *OK*, but expresses greater politeness than any of these. In 5, *all right* has been used to translate the entire answer *gjerne det*, while in 6, the English source text has no unit corresponding to *gjerne*, nor are there other elements that may have caused the use of *gjerne*. *Gjerne* then adds a notion of positive attitude that might not have been intended by the author.

5. "Skal vi ligge sammen før vi går?" sa hun. "**Gjerne** det." (OEL1)  
*"Shall we make love before we go?" she said. "All right."* (OEL1T)
6. "Kunne vi for eksempel si... Mr. Derek?" "**Gjerne** det, hvis dere vil." (DF1T)  
*"Would you mind, say... Mr Derek?" "If you prefer it."* (DF1)

This use of the word was partly accounted for in the bilingual dictionary (see 1.2), in which the phrase *gjerne for meg* was presented as a common phrase often occurring in questions. Here, *all right by me* and *that's OK* were given as possible translations. As became evident in Aijmer's study of *gärna* (1984: 173), the answer particle can also occur alone, or together with *takk* or *ja*, but the hits in the ENPC only showed instances in which *gjerne* was followed by *det*. *Det* then has anaphoric reference to the proposition of the preceding questions. Again, one would need more data than the ENPC gives, in order to draw any firm conclusion regarding this feature of *gjerne*.

#### 5.4 Other Speech Act Particle Uses of *Gjerne*?

Distinguishing between the adverb and the speech act particle was not always an easy task. Especially in the *ville+gjerne* construction in direct speech, when the subject and the speaker were the same person, *gjerne* could reflect the speaker's positive attitude towards a future event, such as seeing something (example 7) or trying something (example 8).

7. "Eg vil **gjerne** sjå det likevel." (EH1)  
*"I 'd like to see it anyway."* (EH1T)
8. Den vil jeg veldig **gjerne** prøve. (RD1T)  
*I 'd love to try it."* (RD1)

As illustrated in 7 and 8, the functions of *gjerne* in this construction could to some extent resemble those of speech act particles. The question is whether one chooses to treat *gjerne* as

a positive comment on the proposition, e.g. being allowed to see or try something, or as part of the truth conditional content of the sentence, which can be judged to be true or false. Arguably, both interpretations are possible in. In this study, however, *gjerne* in such cases was treated as an adverb.

## 5.5 Comments

*Gjerne* as a speech act particle seems to form parts of idiomatic ways of expressing permission through imperatives and some modal phrases, and in answering requests and questions positively. In total, there were 5 zero correspondences, of which three occurred in Norwegian translations of English texts, which was suggested to strengthen this assumption.

Pragmatic functions seemed to be more obvious in the Norwegian sentences with *gjerne* than in the English correspondences, in which it more often had to be inferred. This may be linked to the fact that the speaker's favorable attitude towards the propositions was less apparent, sometimes even entirely absent, in the English sentences. Perhaps the presence of a speech act particle triggers the expectation of an underlying intention behind the utterance.

In previous sections, it was established that there is no main correspondence of *gjerne* in English. Instead many different words and constructions correspond to the word, all of which cover its meanings and uses only partly. This is also true about the instances of speech act particle *gjerne*. Only once in the ENPC did *gjerne* correspond to a speech act particle in the English sentence, and that was *all right* (see example 5 in 5.3), but most of the time, the correspondences were either divergent or zero correspondences. Still, the English sentences occasionally had pragmatic functions similar to those of the Norwegian sentences, even though they had to be inferred by the addressee.

The answer particle use of *gjerne* belonged to class X, not because the choice of class membership was between two or more classes, but because it did not fit into any classes at all. Not only does this strengthen the assumption that *gjerne* is a polysemous word and that the classes overlap, it also suggests that there is need for a revision of the meaning categories of *gjerne* in the dictionaries.

Lastly, table 5.1 showed that *gjerne* as a speech act particle did not occur in non-fiction texts in the ENPC. There may be a correlation between this distributional feature of *gjerne* and the

fact that pragmatic markers, which include speech act particles, are more common in spoken language. Furthermore, it may also signal that *gjerne* is commonly found in less formal language use. It seems likely that a study based on spoken discourse would give a set of data more appropriate for a study of *gjerne* as a speech act particle.



## 6. Concluding Remarks

### 6.1 Summary and Findings

A striking finding of this study was the difference between fiction and non-fiction in the uses of *gjerne*. Class 5 was more strongly represented than class 1 in non-fiction texts, and vice versa in fiction texts, which possibly reflects a stylistic difference, i.e. generic *gjerne* (class 5) is more formal than *gjerne* belonging to class 1. The absence of class 3 in non-fiction in both translation directions, and of class 2 in non-fiction in the Norwegian-English direction suggests that this is true about class 5 compared to these two classes as well. One reason may be that classes 1-3 reflect emotions, whereas class 5 to a greater degree is based on experience.

The combination of classes 1 and 5 was the most frequent one in class X, and it reflected the double meaning of willingness and frequency that *gjerne* often takes. Class X also included some instances of *gjerne* of which the choice of class membership was between other classes, thus it was not only difficult to distinguish between classes 5 and 1, but also the boundaries between the remaining classes were fuzzy.

In class X, class 4 was represented for the first time in this survey, but only as one out of several possible classes to which certain uses of *gjerne* belonged. Apart from three such instances, this class was entirely absent in the ENPC. The near lack of class 4 is difficult to explain, but its presence in class X suggests that also this class overlaps with the others. The need for class X thus supports the assumption that *gjerne* is a polysemous word, and suggests that the semantic categories given in *Norsk Riksmålsordbok* (see section 1.2) ought to be subject to some alterations.

To some extent, the five main uses of *gjerne* taken from *Norsk Riksmålsordbok* were reflected in the hits of *gjerne* in the ENPC, and to a certain degree, they were also reflected in the English correspondences. Class 1 included two uses of *gjerne*: adverbial modifier taking the meaning *willingly/with pleasure*, and intensifier in *ville+gjerne*. Congruent correspondences such as *gladly* and *freely* corresponded to both, whereas, occasionally, the intensifying element in *ville+gjerne* was reflected in adverbs such as *really* and *desperately*.

Both uses had the divergent correspondence *be+adjective+infinitive clause*, reflecting how something affects the subject. Occasionally, the verb *like* and the negated verb phrase *do/will not mind* also corresponded to both. The far more frequent *would like to*-construction, however, corresponded to *ville+gjerne* only. In general, the divergent correspondences lacked the intensifying element inherent in *ville+gjerne*, whereas they reflected the meanings of the adverbial modifier with greater success. Furthermore, the expressed wish or the favourable attitude tended to be less explicit in the English sentences than in the Norwegian sentences.

In most zero correspondences in class 1, traces of *gjerne* were found elsewhere in the sentences. The term *traces* here includes both traces of *gjerne* in English translations, and elements triggering the use of *gjerne* in English source texts. In cases of *ville+gjerne*, the most common trace was the verb *want*, conveying a stronger wish than *ville*. Also, some verb phrases (e.g. *enjoy, long for*) seemed to trigger the use of *gjerne* in Norwegian translations.

In class 2, the most frequent use of *gjerne* was that of *like gjerne*, signalling comparison, and its most common correspondence was *(just) as well*. It seems probable that *like gjerne* and *(just) as well* have experienced similar developments into fixed expressions, and this explains the high degree of correspondence between the two. Other congruent correspondences of *like gjerne* were adverbs expressing an evaluation of the degree of difficulty (*just, easily*). They lacked the comparative aspect of *like gjerne*, but reflect another semantic feature of class 2, namely *easily*.

*Would not have minded* was the only divergent correspondence in class 2. It occurred only once, and it differs semantically from *like gjerne* as it only implies a positive attitude and lacks a notion of comparison. Only a few times, *gjerne* expressed likelihood in hypothetical sentences, but these instances were mostly zero correspondences, of which very few had traces of *gjerne* in the English texts.

Class 3 was only present in fiction texts, and in general, the English sentences expressed permission less explicitly than the Norwegian sentences. In the overt correspondences, the willingness in giving permission was often present, either in the adjectives in the divergent correspondence, the *be+adjective+infinitive clause*-construction, or in the congruent correspondence *well*, but the permission had to be inferred. Though occasionally carrying traces of *gjerne*, e.g. through the verb *wish*, or the subordinate clause *if you like*, the zero

correspondences mostly lacked the notion of politeness inherent in *gjerne*, and served as implied permissions expressed through wishes.

Of the overt correspondences in class 5, most were congruent, i.e. adverbs denoting frequency, normality, and/or regularity. The most common congruent correspondences were *usually*, *often*, *generally*. Also, the adverbs represented different stages of a cline of frequency, on which *mostly* operated at one end, reflecting high frequency, and *sometimes* at the other, reflecting low frequency. Though the aktionsart aspect of *gjerne* was fairly well preserved in these correspondences, *gjerne* appeared to be more neutral in this regard, as it corresponded to several English adverbs operating at different levels of the cline of frequency.

The most frequent divergent correspondence in class 5 was the *be+adjective+infinitive clause*-construction. Here the adverb indicates that something is done commonly (*common*), or that someone has a tendency to do something (*apt*). *Gjerne* also sometimes corresponded to prepositional phrases, and the verb phrases *tend to* and *used to*, all of which express habituality.

Regarding the zero correspondences, traces of *gjerne* were normally found in the English sentences. Of these, the two most frequent were the simple present tense, denoting habitual actions or situations, and the modal auxiliary *would*, expressing regularity in the past. Other traces occurred only once, such as the noun phrase *usual preference*, linking class 1 and 5, and the determiner *most*, expressing that something is true in most cases.

Cases of congruent or divergent correspondences and zero correspondences with traces of *gjerne* in class X always shed light on the meaning of each particular use of the word. In the Norwegian-English translation direction, the correspondences revealed the translators' interpretation of its meaning, whereas in the other direction, they made the authors' intentions clear, which may be more reliable regarding the actual and intended meaning of the different uses of *gjerne*. When no trace of *gjerne* existed in zero correspondences, which was true in quite a few cases, class membership remained difficult to determine.

Only nine instances of *gjerne* clearly met Aijmer's criteria for speech act particles. These occurred in fiction texts only, four in Norwegian originals, and five in Norwegian translations. The lack of the speech act particle in non-fiction texts suggests that this particular function

belongs to less formal language use. In general, the speech act particle uses of  *gjerne*  were only partly and indirectly touched upon in *Norsk Riksmålsordbok* and *Engelsk blå ordbok*. Most of the speech act particles were found in class 3, in imperatives and modal phrases giving permission, whereas a few answer particles lacking class membership occurred in class X.

The two imperatives were cases of zero correspondence, of which one revealed traces of  *gjerne*  in the verb *wish*. For the most part, the modal phrases expressing permission had overt correspondences, both congruent and divergent. In both imperatives and modal phrases, the permission was more obvious in the Norwegian sentences, and had to be inferred in the English ones.

As an answer particle,  *gjerne*  did not fulfill the requirements of any of the classes in *Norsk Riksmålsordbok*. The only construction it occurred in in the ENPC was  *gjerne det*. Once, it was rendered by the congruent correspondence *all right*, which was a suggested translation of the common phrase  *gjerne for meg*  in the *Engelsk blå ordbok*, and once there was a zero correspondence. Particularly in the latter,  *gjerne*  added a notion of favorable attitude that might not have been intended by the author.

It was suggested in section 5.5 that these tendencies reflect idiomatic differences in expressing permission and in answering questions positively in English and Norwegian. However, the ENPC generally gave very few hits on the speech act particle use of  *gjerne* , possibly because it is a collection of written texts, whereas speech act particles are more common in spoken language. Thus no firm conclusions could be drawn on the matter.

### **6.1.1 New Insights**

In this study, much has been revealed about the uses of  *gjerne*  and about its English correspondences. The present section attempts to answer the research questions given in section 1.1, and to test the related hypotheses.

For the first question, *is there an English linguistic item that serves as a full equivalent of  gjerne , covering all its meanings and uses?*, the expected answer was *no*. The long list of divergent and congruent correspondences, and the high number of zero correspondences confirmed this hypothesis. Even though some correspondences occurred more frequently than

others (*would like to, often, usually*), none served as full equivalents of *gjerne*, as they were applied in different syntactic, semantic, and pragmatic contexts. The vast and varied semantic field of one Norwegian word can thus only be covered by means of several different words and constructions in English. This gives reason to regard *gjerne* as more neutral in terms of aktionsart and favorable attitude than its English correspondences.

Regarding the second question, *what English words and constructions correspond to Norwegian gjerne?*, it was expected that the correspondences would vary in terms of semantic, syntactic and pragmatic features. Again, the search in the ENPC revealed that *gjerne* was indeed rendered by many different words and constructions. *Gjerne* corresponded to different grammatical categories and linguistic constructions, which occasionally reflected syntactic change in the translation. Also, in general, semantic and pragmatic functions were most obvious in the Norwegian sentences, whereas they often had to be inferred in English. This was especially true concerning the wishes in class 1 and the permissions in class 3 in in both translation directions, which means that what was not explicitly expressed as e.g. a permission in English source texts, and which could, in theory, not be one, was in many cases interpreted to be one by the Norwegian translators.

The high number of zero correspondences was unexpected. In particular, the many occurrences of zero correspondence in the English-Norwegian translation direction triggered some interesting questions about whether these instances of *gjerne* sometimes come from nothing. As the study revealed, triggers of *gjerne* were often found elsewhere in the sentences, but for the instances that had no trace of *gjerne* in the English source text, it was difficult to find an explanation. One suggestion was that *gjerne* sometimes functions as a filler. However, this was taken to be less likely, considering that the ENPC consists of written texts produced by professional translators. Another explanation may be that these zero correspondences reflect idiomatic language use, but for that, it was difficult to find any pattern, as their occurrences seemed rather arbitrary.

For the third research question, regarding whether the monolingual and bilingual dictionaries used in this study give a good enough presentation of *gjerne*, the hypothesis was that they most likely do not. At different levels, the present investigation has confirmed this hypothesis. First, the lack of class 4 suggests that this use of *gjerne* has been given a much too central role in *Norsk Riksmålsordbok*. It may very well exist, but it is probably not very common, and

should perhaps be seen as part of some other class, e.g. class 2, which already includes the expression of probability. Furthermore, the answer particle use of  *gjerne* suggests that there is a need for a new class, or for redefining the already existing classes. This also goes for the entire class X, which proves that the classes in many cases overlap.

The English-Norwegian dictionaries are also lacking in their presentations of  *gjerne* . Most of the suggested translations of the main meanings listed in  *Engelsk blå ordbok* were indeed found in the ENPC. However some of them were not, and most of the common phrases and their suggested translations were also absent in the ENPC. In general, the dictionaries seem to focus on giving exact words and word clusters as suggested translations of  *gjerne* , and this gives the impression that the set of correspondences of  *gjerne*  is more limited than it actually is. Instead, the focus could be on types of constructions and semantic content of words of certain grammatical categories, e.g. the  *be+adjective+infinitive clause* -construction, in which the adjective reflects how the subject is affected emotionally ( *happy, delighted* ), frequency adverbs ( *often, sometimes* ), verbs reflecting someone's wish to do something ( *long for* ), etc. The English dictionaries,  *Engelsk blå ordbok*  in particular, could possibly also do better in reflecting the good correspondence between certain common phrases, e.g.  *like gjerne*  and ( *just* )  *as well* , and  *ville+gjern* e and  *would like to* . Both correspondence pairs were quite frequent in the ENPC, but this was not made clear in the dictionary.

## 6.2 Evaluation of the Procedure

The method applied in this study worked well at several levels. First, the bidirectional translation corpus gave many hits, which made it possible to discover patterns in the uses of  *gjerne*  and their English correspondences within and across text types and translation directions. Also, the ENPC revealed either the translators' interpretations of the different occurrences of  *gjerne* , or the authors' intentions regarding the meanings of the word, and this was a great help in determining class membership in ambiguous cases.

Analyzing the correspondences according to expression and congruence simplified the handling of a fairly large set of data, as did the classification of the different uses of  *gjerne*  according to the list found in  *Norsk Riksmålsordbok* . The latter procedure was also necessary in order to answer the third research question, and in order to test the related hypothesis.

However, the ENPC is a collection of written text, and might not give the most appropriate set of data for studies of pragmatic markers, which are most common in spoken language. The material in the ENPC served well as a basis for the study of  *gjerne*  as an adverbial modifier and of generic  *gjerne* , but it did not give enough hits on the speech act particle use of  *gjerne* , and thus no firm conclusions could be made regarding them.

### 6.3 Further Research

The suggestions that have been made about the different uses of  *gjerne*  as a speech act particle in this study are rather tentative, in part, because of the limited material available. Perhaps a study based on spoken discourse would give way for a more thorough analysis of this linguistic feature than was possible in the present study. Furthermore, it would be of interest to look more carefully into the zero correspondences with no traces of  *gjerne*  in the English-Norwegian translation direction, in an attempt to discover why  *gjerne*  occurs in such contexts. Also, it was mentioned that the  *ville+gjerne* -construction and  *would like to*  should be checked for mutual correspondence. Other correspondence pairs could very well be subject to such testing too, e.g.  *like gjerne*  and  *(just) as well* . Lastly, some suggestions were given on how dictionary articles could present  *gjerne*  more appropriately. This should be looked into in more detail, and in that regard, one important question would be whether dictionaries should be corpus-based, and not based on experience and common knowledge. Corpus-based dictionaries could potentially reflect actual language use more adequately than many dictionaries of today, but for such dictionaries to be created, there is a need for more corpus-based studies than what currently exists.

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