

**UNIVERZITA KARLOVA – FILOZOFICKÁ FAKULTA  
ÚSTAV ANGLISTIKY A AMERIKANISTIKY**

# **ENGLISH BOOK TITLES IN GERUNDIAL FORM**

**DIPLOMOVÁ PRÁCE**

**Vedoucí diplomové práce:**

Prof. PhDr. Libuše Dušková, DrSc.

**Zpracoval:**

Radek Blaheta

**Obor: AA**

**Praha, leden 2006**

Prohlašuji, že jsem tuto diplomovou práci vypracoval samostatně a pouze na základě uvedených pramenů a literatury.

V Praze, dne 10. ledna 2006

  
.....

Rád bych vyjádřil upřímné poděkování prof. PhDr. Libuši Duškové, DrSc., a to nejen za cenné rady a podnětné připomínky, ale také za trpělivost a pochopení po celou dobu mé práce na této studii.

Za ochotu odpovídat na mé dotazy děkuji Amandě Franklinové, Joanně Colemanové, Christopheru Coleovi a zvláště pak Damianovi Odess-Gillettovi.

*Věnováno Taněnce*

# Contents

<b>ABBREVIATIONS .....</b>	<b>3</b>
<b>1 PRELIMINARIES .....</b>	<b>4</b>
1.1 Starting points .....	4
1.2 Aims of the present study .....	4
1.3 Methodology of the research.....	5
1.3.1 Source material .....	5
1.3.2 Criteria concerning the selection of texts.....	6
1.3.3 Resultant analyzed sets .....	8
<b>2 GENERAL CHARACTERISTICS .....</b>	<b>10</b>
<b>2.1 Functional characteristics of the gerund and other <i>-ing</i> forms in the system of present-day English.....</b>	<b>10</b>
2.1.1 <i>-ing</i> suffix in present-day English.....	10
2.1.2 Homonymous <i>-ing</i> forms .....	10
2.1.2.1 Present participle.....	10
2.1.2.2 Deverbal noun.....	11
2.1.2.3 Verbal noun.....	11
2.1.3 Gerund.....	12
2.1.3.1 The category of gerund as viewed in selected linguistic literature.....	12
2.1.3.2 Approach adopted in the present study .....	18
<b>2.2 Formal-functional characteristics of the title .....</b>	<b>18</b>
2.2.1 Block language.....	18
2.2.2 Title as an integral part of the printed publication.....	20
2.2.2.1 Functions of the title .....	20
2.2.2.2 Main title vs. subtitle.....	21
2.2.3 Tentative structural typology of English book titles.....	23
<b>2.3 Gerund title as a title type .....</b>	<b>25</b>
2.3.1 Delimitation of the gerund title.....	25
2.3.2 Structures not regarded as gerund titles .....	28
<b>3 ANALYSIS .....</b>	<b>31</b>
<b>3.1 Gerund titles in the BNB total set.....</b>	<b>31</b>
3.1.1 Ambiguity in the gerund title (as a structural type) .....	31
3.1.1.1 Types of ambiguity in multi-word structures with an initial <i>-ing</i> form .....	31
3.1.1.2 Causes and blocking factors.....	33
3.1.2 General features of gerund titles from the BNB total set.....	38
3.1.2.1 Frequency data and commentary .....	38
3.1.2.2 Symptomatic tendencies and their possible causes.....	48

3.1.3 Syntactic characteristics of 30 GT-groups with the highest number of titles .....	55
3.1.3.1 Syntactic types .....	55
3.1.3.2 Elements relating to the whole gerund title .....	59
3.1.3.3 Coordination.....	61
3.1.4 Semantic characteristics of 30 GT-groups with the highest number of titles .....	63
3.1.4.1 Semantic classes of verbs.....	63
3.1.4.2 Semantic roles of the gerund-clause elements .....	65
3.1.4.3 Semantic scope of 30 most frequent gerundial heads .....	67
3.1.4.4 Subject area scope of 30 GT-groups with the highest number of titles .....	70
3.1.5 Realization of basic functions of the title by gerund titles.....	70
<b>3.2 Gerund titles in the selected texts .....</b>	<b>72</b>
3.2.1 Stylistic (functional) characterization of selected 30 texts .....	72
3.2.2 Gerund title as an effect-oriented speech act .....	76
3.2.2.1 Illocutionary force displayed by the analyzed gerund titles .....	76
3.2.2.2 Persuasive components of the expressed communicative effect displayed by the analyzed gerund titles.....	83
<b>3.3 Gerund titles in translation .....</b>	<b>86</b>
3.3.1 Relevant differences between Czech and English .....	86
3.3.2 Functional equivalence with respect to the translation of gerund titles .....	87
3.3.3 Analysis of the existing Czech translation solutions .....	88
3.3.3.1 General tendencies .....	88
3.3.3.2 Selected translation solutions exhibiting departures from the ST.....	98
3.3.3.3 Overall evaluation of Czech translation equivalents.....	101
<b>4 CONCLUSIONS .....</b>	<b>104</b>
<b>LITERATURE .....</b>	<b>109</b>
<b>RESUMÉ.....</b>	<b>112</b>
<b>APPENDICES.....</b>	<b>120</b>
Appendix 1: 30 GT-groups with the highest number of titles.....	121
Appendix 2: Coordination in main titles .....	136
Appendix 3: Coordination in subtitles .....	138
Appendix 4: Gerundial heads not occurring in main titles.....	139
Appendix 5: Gerundial heads not occurring in subtitles.....	139
Appendix 6: Stylistic characterization of 30 selected texts.....	140
Appendix 7: Cited letters from British publishing houses .....	150
Appendix 8: Translation solutions .....	152

## Abbreviations

A	adverbial
BNB	British National Bibliography
C	complement
CD	communicative dynamism
<i>CGEL</i>	<i>A Comprehensive Grammar of the English Language</i>
C <sub>o</sub>	object complement
C <sub>s</sub>	subject complement
FSP	functional sentence perspective
GT-group	gerund title group
Mod	modifier
NP	noun phrase
O	object
<i>OED</i>	<i>Oxford English Dictionary</i>
S	subject
ST	source text
TT	target text
V	verb/predicator
V <sub>cop</sub>	copular verb

# 1 Preliminaries

## 1.1 Starting points

The category of gerund is a symptomatic component of the grammatical system of present-day English. Numerous studies have dealt with its nature and functions as well as with its delimitation as opposed to related forms of present participle or verbal noun. No matter whether the term *gerund* is used or not and whether it is theoretically sustainable to differentiate between the related *-ing* forms, it is obvious that the *-ing* form that in many contexts clearly displays both nominal and verbal features plays a crucial role within both written and spoken discourse. Nonetheless, apart from the gerund operating within continuous texts, it is revealing to explore its behaviour and functions in the text-frame components, particularly the title, i.e. a text-frame component with a crucial role in the printed publication of a book type. In this context, it is necessary to present 3 basic starting points of the present study:

1. the notion of gerund as a grammatical category is retained in this study (see 2.1.3);
2. a new term – *gerund title*<sup>1</sup> – is introduced in order to capture the analyzed structures (see the detailed characterization in 2.3);
3. the analysis is largely based on the functional approach.

## 1.2 Aims of the present study

Based on the assumptions presented above, the aim of the present study is an overall analysis of the gerund title, viewed as a symptomatic member of the English title typology. Therefore, an attempt will be made to approach this title type from several perspectives in order to reveal:

1. its syntactic as well as semantic characteristics (see 3.1);
2. its communicative characteristics (see 3.2);
3. the translation possibilities displayed by a typologically different language lacking this grammatical category, i.e. Czech (see 3.3).

---

<sup>1</sup> In most parts of the present study, this term designates the main title only (as the main representative of each book), since this is the major concern of this study. In the parts of the study where the differences between the main title and the subtitle are dealt with, the term *gerund main title* is used as opposed to the *gerund subtitle*.

## 1.3 Methodology of the research

### 1.3.1 Source material

In order to obtain the set of titles that could serve as the basis for all subsequent frequency calculations and other operations, it was necessary to use a certain representative source of data. In the context of the British book market, the most comprehensive as well as representative source is the British National Bibliography (BNB).<sup>2</sup> This bibliography records the publishing activity of the United Kingdom and the Republic of Ireland and according to the British Library web pages it is “the single most comprehensive listing of UK titles. UK and Irish publishers are obliged by law to send a copy of all new publications, including serial titles, to the Legal Deposit Office of the British Library. [...] The coverage of the BNB has always been selective [...] with the emphasis being on mainstream monographs available through normal book buying channels.”<sup>3</sup>

As a second step, it was necessary to select a representative set of records that would provide a sufficient basis for the actual analysis. Even though the BNB focuses mainly on mainstream publications, the number of titles published every year is so excessive that it is more practical (for the present analysis) to reduce the number of included records. The set created for the purposes of the present study therefore contains only the titles published in England in English in 2004, excluding artistic functional styles (see 1.3.2). The BNB also contains electronic resources (records for CD-ROMs or items in electronic format available via the Internet such as Word documents or PDF files) and serials (periodicals, annuals, journals or magazines).<sup>4</sup> These were also removed. Hence the number of records included in the BNB total set is 34405.

Several comments need to be added. While working with the BNB on CD-ROM available in the National Library of the Czech Republic, I encountered a certain problem with duplication of records. As I was informed, a new integrated library system

---

<sup>2</sup> I should like to make it clear that the motivation behind this choice is chiefly a necessity to base the research on a representative source, not a deliberate attempt to differentiate between British and American English. With regard to the analyzed structures, I believe that it is only possible to speak about the situation and tendencies on the British or American market, not about differences between the British and American English.

<sup>3</sup> To be found at <http://www.bl.uk/services/bibliographic/natbib.html>.

<sup>4</sup> The British Library catalogues the first issue of a new or changed serial title.



was installed in the British Library in June 2004 and as part of this major project some data files had to be merged together to truly integrate the British Library's information databases. Unfortunately, the matching process was not 100% accurate and there is still a small percentage of duplication and possibly other errors present. The BNB available on CD-ROM is the most affected, hence useless for the present purposes. Therefore I was forced to obtain the requested data from alternative databases from the British Library. However, as I was told by the employees of the department of Bibliographic Standards and Systems of the British Library, even these files that I received (which were further deduplicated after my notice) might contain some duplication and other errors even though the percentage of all errors should be negligible. During the work I did remove some records that should not be present in the file and it is still possible that the basic set contains a small percentage of errors. However, with respect to the aims of the study, they appear insignificant and should not have a serious negative impact on its results.

### 1.3.2 Criteria concerning the selection of texts

The main criteria concerning the selection of texts are based on the Prague School conception of functional styles (cf., e.g., Dubský, 1972; Müllerová, 1989; Chloupek et al., 1990). This conception is used for two reasons: (a) to facilitate the selection of the extensive number of texts, thus providing the present paper with sufficient linguistic data (in the case of the primary selection), because it seems to be compatible with the classification rules used in the BNB and thus with the ways one can select the required texts (e.g. remove fiction, poetry, etc.); (b) to facilitate the analysis of the relation of the title to the rest of the text (in the cases of concrete analyses).

Nonetheless, before proceeding further, it is necessary to remark that the Prague School conception of functional styles is by no means viewed here as a rigid dogma but rather as a practical tool for basic division of texts and for their deeper analysis. I agree with Hoffmannová (1997: 174) that future conceptions of style have to be less static and allow for increasing hybridization. However, there would be nothing worse (and easier) than wasting the space, explaining why it is not possible to select a certain amount of texts for the present analysis. What is dealt with here is still closer to the traditional

types of written communication (as opposed to, for instance, various written discourse types used on the Internet or discourses of advertising) and therefore still coverable by later conceptions of functional styles.

Czech functional stylistics is not completely unified as regards the number of basic functional styles, their hierarchies and inner differentiations. However, for the present purposes, the differences displayed by various authors are not significant. What appears to be crucial is a suitable classification of styles that: (a) captures the most general textual aspects from a functional point of view; (b) is suitable for analysing printed publications (i.e. written text in a specific context) in an extensive amount;<sup>5</sup> (c) reflects crucial differences among texts concerning the relation of the title to the rest of the text (particularly the differences between the artistic functional styles and others). With respect to these facts as well as to what was said in the previous paragraph, it appears more practical to stay on a rather general level. Therefore I shall use the classification as presented in Karlík (2002: 450-451), where functional styles are divided into:

- a) informative functional styles (including the technical styles, instructional style, administrative style, etc.);
- b) persuasive functional styles (certain journalistic styles, rhetorical style, religious style, etc.);
- c) artistic functional styles.

The BNB records do not provide necessary stylistic (functional) information. Therefore it seems useful to fuse informative and persuasive functional styles together. What will be thus covered is the non-artistic style sphere. The most important reasons for not covering also the artistic functional styles are: (a) their more individual character and impossibility to characterize them in general terms, and (b) more complex relations between the title and the rest of the text.

A more detailed classification is used during the actual analysis of the selected titles when it is possible to take into consideration all relevant distinctive features displayed by concrete texts and use more detailed differentiation.

---

<sup>5</sup> Moreover, it is necessary to mention the fact that the bibliographical records in the BNB provide only very basic characterization (which is in several respects too broad to meet the necessary functional criteria for a more detailed classification) and that with such an extensive number of records it is not possible to search for further information about the texts or even analyze them.

### 1.3.3 Resultant analyzed sets

As mentioned above, all selected texts fall within the category of informative and persuasive functional styles. The plural used in the heading indicates that there are two analyzed sets, each having a somewhat different purpose. Part 3.1 deals with the gerund titles contained in the BNB total set. The purpose of this part is to present: (a) general tendencies and frequency data; (b) an overview of syntactic and semantic characteristics of 30 gerund title groups<sup>6</sup> with the highest number of titles (based on main titles). The objective is to reveal some basic characteristics of this title type and to acquire necessary data to be used in parts 3.2 and 3.3 (for concrete representatives of 30 GT-groups with the highest number of titles see Appendix 1). The gerund titles were obtained as follows: all records of printed publications published in England in 2004 that fulfilled the above mentioned criteria were analyzed; subsequently, both gerund titles and gerund subtitles were selected and divided.

Drawing on the results obtained from part 3.1, part 3.2 focuses (from a functional point of view) on the gerund titles used in selected texts. In order to do this, 30 concrete publications whose titles contained 30 most frequent gerundial heads (i.e. one publication representing one GT-group) were selected and characterized.<sup>7</sup> The characterization was based on the analysis of both metatextual components of the analyzed publications (such as introductions, prefaces, summaries, conclusions, tables of contents, etc.) and selected parts of the texts. For obvious reasons it was impossible to use publications for concrete analyses from the British Library. Therefore, to obtain adequate representatives of 30 GT-groups with the highest number of titles, the collection of the National Library of the Czech Republic was used as the basic source; secondarily, also other libraries or sources in Prague were used. An attempt was made

---

<sup>6</sup> The term *gerund title group* (GT-group) refers to a group of gerund titles with the same head, e.g. the GT-group *understanding* contains all gerund titles with the gerund *understanding* as the head (*Understanding biological psychology*, *Understanding boat wiring*, *Understanding breast cancer*, *Understanding calculus*, *Understanding cancer of the bladder*, *Understanding cancer of the skin*, etc.). A GT-group may contain only one title (e.g. GT-groups *accommodating*, *accounting*, *acquiring*, *adapting*) and it is still designated as a 'group' in the present paper since each gerundial head has a potential to occur in more than one title and the current numbers of titles in individual GT-groups are largely determined by limiting conditions stated in 1.3.1.

<sup>7</sup> This study draws on the premise that the title is a symptomatic multifunctional component of each printed publication of a book-type. Consequently, the notions of context and (on a more general level) the communicative situation are considered as highly relevant, particularly during the more detailed parts of the analysis.

to obtain corresponding titles published after 1990 (in order to cover the usage of last 15 years). Due to the limited resources available, certain minor compromises concerning the time of publication had to be made.

In order to map the most significant translation tendencies, all translations of gerund titles containing 30 most frequent gerundial heads were collected and analyzed (see 3.3.3 and Appendix 8). The Czech National Bibliography and the online catalogue of the National Library of the Czech Republic were used as the primary sources; as a secondary source, also the online catalogue of the Municipal Library of Prague was used.

## 2 General characteristics

### 2.1 Functional characteristics of the gerund and other *-ing* forms in the system of present-day English

#### 2.1.1 *-ing* suffix in present-day English

The fact that the *-ing* suffix is highly productive and polyfunctional in present-day English defies a neat classification of relevant structures. This is even enhanced by the fact that the present study deals with structures falling within block language, which typically displays omissions of various kinds, disjunctive grammar, etc. (see 2.2.1). For these reasons, some classification compromises had to be made (see 2.3.1). Apart from gerund, there are three more homonymous forms ending in *-ing* that require short characterization since they contribute to the fact that the resultant classification is not (and cannot be) clear-cut: present participle, deverbal noun and verbal noun.

#### 2.1.2 Homonymous *-ing* forms

##### 2.1.2.1 *Present participle*

To start with, it is necessary to make it clear that the traditional difference between present participle and gerund is maintained here. Moreover, with respect to the analyzed structures and classification problems that had to be solved, the category of present participle does not represent a major source of difficulty.

Being one of the four (or five in the case of irregular verbs) morphological forms of the English verb, it displays some verbal features in that it retains the opposition of voice and partly also the category of tense (expressing simultaneousness with the action expressed by the finite verb) and in expressing the category of aspect. It is used to form progressive tenses and as such it operates within the finite verb phrase. As a non-finite verb form (since it does not distinguish the categories of person and number), it realizes several syntactic functions: premodifier or postmodifier, (verbless) adverbial (clause) and object complement. (cf. Dušková, 1994: 270-272, 580-587; Quirk et al., 1985: 96-98, 197-213, 1206-1207, 1263-1264).

### 2.1.2.2 Deverbal noun

Deverbal nouns are kinds of concrete or abstract nouns derived from verbs. The *-ing* suffix is only one of several suffixes used to form them. Being real nouns, they lack verbal force. They display typical nominal features such as the formation of plural, adjectival modification, determiners and *of*-genitive. Semantically, they express the result of an action, rather than the process. (cf. McArthur, 1992: 1085; Dušková, 1994: 569; Quirk et al., 1985: 1550-1551)

This form does not cause significant problems since its behaviour usually clearly indicates its grammatical status.

### 2.1.2.3 Verbal noun

Verbal nouns represent a category of uncountable abstract nouns derived from verbs. As opposed to deverbal nouns, they possess verbal force. They refer to actions or states (depending on their verb bases), rather than the results. Generally, they display typical nominal features such as adjectival modification, determiners or *of*-genitive. However, they cannot form the plural. (cf. McArthur, 1992: 1085; Dušková, 1994: 569-570; Quirk et al., 1985: 1290-1292)

The features of this form such as formal homonymy with and semantic similarity to the gerund contribute to the fact that without further indicators that would clearly distinguish the two forms it appears very difficult or impossible to differentiate between them in the context of analyzed structures. The very nature of block language co-creates a linguistic sphere without clear indication concerning the grammatical status of non-deverbal and non-participle *-ing* forms. Therefore, apart from a majority of structures with explicit indication concerning their grammatical status, there is a certain amount of structures lacking sufficient markers to be classified either as gerunds or as verbal nouns. There are two possible solutions of this problem: either to include only structures with clear indication of their status, which inevitably results in excluding various border cases, or include all structures (even though ambiguous) fulfilling certain sufficient criteria, implying that there is not a clear-cut line between the two categories. I shall

base my analysis on the second option, drawing on the conclusions presented by Petrlíková (2005: 4) and Marková (1986: 88-89); (see 2.3).

### 2.1.3 Gerund

#### 2.1.3.1 *The category of gerund as viewed in selected linguistic literature*

Linguistic literature dealing with the grammatical category of gerund is very extensive. What is presented here is only a selection of several representative works of Czech and British-American linguistics.

#### **A. Czech linguistics**

Mathesius, V. (1975): *A Functional Analysis of Present-Day English on a General Linguistic Basis*, Academia, Praha, (pp. 129-131, 148-152):

Mathesius discusses the gerund in the section devoted to the phenomenon of complex condensation, i.e. a symptomatic ability of English to use non-sentence elements in the main clause instead of subordinate clauses. He views the gerund as a special type of verbal noun which also exhibits verbal features (the same form of the object as after the finite forms of the verb, differentiation of tense and voice), pointing out its ambivalent behaviour in constructions such as *I was rather surprised at your asking that question*. He mentions that the English gerundial system formally coincides with the participial system, admitting difficulties in distinguishing the participle and gerund in a limited amount of cases (*I never expected John coming home.*)

Vachek, J. (1990): *A Linguistic Characterology of Modern English*, SPN, Praha, (pp. 103-104):

Vachek also deals with the category of gerund in the context of complex condensation, classifying it as a crucial sentence condenser. Besides mentioning its both nominal and verbal features (see Mathesius above), he points out that “like the infinitive and the participle it does not distinguish either the person or number of the agent”. Vachek also comes across the problem of distinguishing the gerund from the present participle in some contexts but, following Mathesius, he concludes that it is justifiable

to use both terms since except a minimum of peripheral instances the differentiation (based on their function) is possible, which is what should be decisive.

Dušková, L. et al. (1994): *Mluvnice současné angličtiny na pozadí češtiny*, Academia, Praha, (pp. 268-270, 569-580):

The view presented here is somewhat wider and more systematic, which is facilitated by the nature of the publication. The gerund is discussed in connection with the verb as well as nonfinite clauses. It has four forms: present, perfective, active and passive. The perfective form is frequently replaced by the present form if the temporal relation is implied by the semantics of the finite verb (*I remember seeing her.*). It can be created from all verbs, expressing action/process as a fact. It has both verbal features (differentiation of tense and voice, verbal government, adverb modification) and nominal features (determination, nominal syntactic functions, position after prepositions). Both features can be freely combined.

It is seen as formally identical with the present participle but displaying different syntactic functions: the gerund behaves as a syntactic noun as opposed to the present participle, which is a syntactic adjective. If they occur in the same syntactic function, they can be differentiated formally in most contexts. The differences among the gerund, deverbal noun and verbal noun are also dealt with (see 2.1.2.2 and 2.1.2.3).

Its closest Czech counterpart is the verbal noun. However, it can also be paralleled by an infinitive or subordinate clause. Unlike the Czech verbal noun, it can operate as a sentence condenser.

Some attention is devoted to the phenomenon of the fused participle, i.e. the construction with the non-possessive form such as *Women saying things like that revolts me.* or *They joked about Jim being hen-pecked.*

What is more relevant for the present study is the treatment of the agent in connection with the gerund construction. It depends on the syntactic function of the gerund:

- a) subject: if the agent of the action denoted by the subject gerund is not expressed, a general agent is implied; depending on the context, also a concrete agent may be implied; the concrete agent can also be represented as an object (*Not having enough money taught her to economize.*) or possessive form (*His leaving no*



*address was...*) or less frequently by non-possessive form (see examples of fused participle above);

- b) object: if it is the same as the subject of the superordinate verb, it is not expressed explicitly (*She is accustomed to getting what she wants.*); it can also be a general agent (*I loathe bragging.*); the agent is not expressed if the clause structure contains an object participant identical with the agent of the gerundial action (*The wet weather discouraged many people from going to the sports meeting.*); if the agent of the gerundial action is not present in the clause structure, it is expressed with a possessive form or an object form (see subject above).

## **B. British-American linguistics**

Quirk, R. et al. (1985): *A Comprehensive Grammar of the English Language*, Longman, London, (pp. 97-99, 1063-1066, 1290-1292):

In the part discussing the morphology of verbs, the term gerund does not appear. The term *-ing* participle is used, described as a nonfinite form occurring in the progressive aspect following *be*, in *-ing* participle clauses, nonfinite verb phrases and noninitial positions in finite verb phrases.

In the part devoted to the syntactic and semantic functions of subordinate clauses, nominal *-ing* clauses are discussed. *A Comprehensive Grammar of the English Language (CGEL)* lists syntactic functions of nominal *-ing* clauses (also called nominal *-ing* participle clauses), i.e. subject, direct object, subject complement, appositive, adjectival complementation, prepositional complement. Furthermore, it states that the realized subject of the *-ing* clause may be in the genitive case, objective case or common case (depending on whether it is a noun or pronoun as well as on the style). In a note, it is mentioned that “[n]ominal *-ing* clauses are sometimes called ‘gerundive’ or ‘gerundival clauses’ [and] [t]heir verb is commonly called a ‘gerund’.”

From a semantic perspective, nominal *-ing* clauses denote facts or actions (cf. *Your driving a car to New York in your condition disturbs me greatly.* vs. *Your driving a car to New York took longer than I expected.*).

*CGEL* also focuses on the potential syntactic ambiguity between an *-ing* clause and a noun phrase. This type of ambiguity arises when an *-ing* form occurs without further specification in terms of its grammatical status (*My hobby is swimming.*) or preceded only by a genitive noun phrase or a possessive pronoun (*They liked our singing.*). The construction *They liked our singing* can denote an action (in which case it is a clause – i.e. the *-ing* form operates as a gerund, viewed from the perspective of this paper) or mode (in which case it is a noun phrase). When only the mode interpretation is possible, it is a noun phrase (*Your driving has improved considerably since I last saw you.*).

*CGEL* also focuses on the implied subject of *-ing* clauses, claiming that “[w]hen the *-ing* form is alone and is the direct object, two interpretations of the implied subject are often possible” but “[w]hen the *-ing* construction contains a direct object or an adverbial and is therefore unambiguously clausal, the usual interpretation is that there is an implicit link to the superordinate subject” (*I hate telling lies.*), except the verbs of speaking (which imply generic interpretation). In other cases, it is possible to derive the implied subject of the *-ing* clause from the context of the sentence (*Writing that letter was his downfall.*), from the previous linguistic context or situational context.

The gerund is also discussed in the section devoted to the gradience from deverbal nouns via verbal nouns to participles. Two sentences (*Brown’s deftly painting his daughter is a delight to watch. I dislike Brown’s painting his daughter.*) in which *-ing* forms display both nominal and verbal characteristics are included. The *-ing* forms present in them are characterized as the traditional gerunds. Nonetheless, *CGEL* (in order to “represent more satisfactorily the complexity of the different participial expressions [moving] along the gradient to the ‘most verbal’ end”) rejects the use of the term ‘gerund’ and suggests to label traditional present participles and gerunds as participles. There are the following reasons: there is no such distinction in infinitives even though they can also operate in analogous sentences (*To paint a child is difficult.* vs. *To paint a child, I bought a new canvas.*); what is called “gerund” displays both nonmodal meanings (*There was no shouting [...]*) and modal meanings (*There was no mistaking that scream.*), which does not correspond with the traditional use of the term ‘gerund’ (in relation to Latin); there could also be ambiguity between gerunds and deverbal nouns. (*There’s no writing on the blackboard today.* = (a) modal gerund – *We*

*can't write on the blackboard [...]*, (b) nonmodal gerund – *We are not going to write on the blackboard [...]*, (c) nonmodal deverbal noun – *There's nothing written on the blackboard [...]*.

Huddleston, R. D. and Pullum, G. K. (eds.) (2002): *The Cambridge Grammar of the English Language*, CUP, Cambridge, (pp. 80-83, 1187-1191, 1220-1222):

From the perspective relevant to this paper, the gerund is discussed primarily in the part devoted to the verb and the part dealing with non-finite and verbless clauses. The approach of this grammar differs from the traditional distinction between the gerund and the participle. A term 'gerundial noun' is introduced, which includes both verbal and deverbal nouns (*She had witnessed the killing of the birds. These killings must stop.*). The grammar claims that “[t]he functional resemblance between *destroying* in [*Destroying the files was a serious mistake.*] and the noun *destruction* [in *the destruction of the files*] is not at the level of words but at the level of the larger constituents that they head” (i.e. a clause and a noun phrase). “At the level of the word, verb and noun are quite sharply distinct by virtue of the different dependents they take.” Moreover, a new term 'gerund-participle' is coined (regarded as the inflectional form of the verb comprising both traditional gerund and present participle), since the grammar views the distinction between the two as unsustainable, arguing that “there is no difference of form, function, or interpretation that correlates systematically with the traditional distinction”; traditionally, gerunds are viewed as nouns and present participles as adjectives but “constructions headed by present participle verbs [...] are not systematically substitutable for predicative adjective phrases” (*They seemed resentful.* vs. *\*They seemed resenting it.*); there is no systematic difference in aspectuality, etc.

Generally, the grammar classifies the words with a verb base ending in *-ing* into three classes:

1. gerundial noun – see the examples above;
2. gerund-participle form of the verb – (a) *He was expelled for killing the birds.*,  
(b) *They are entertaining the prime minister.*;
3. participial adjective – *The show was entertaining.*

What is crucial, according to this grammar, is distinguishing these three.

From a syntactic point of view, the grammar distinguishes between complement function (*Telling her father was a big mistake.*), which employs primarily gerunds, and non-complement function (*Being a foreigner himself, he understood their resentment.*), which involves participles.

A special part is devoted to the nominal properties of gerund-participle complements: distributional similarity to noun phrases, hybrid constructions (e.g. *This constant telling tales has got to stop.*), genitive case, which can be replaced by an accusative case (*I resented him constantly questioning my motives.*) and is basically optional (as opposed to the noun phrase) – these are the reasons why the gerund-participle complements are treated as clauses.

Biber, D. et al. (1999): *Longman Grammar of Spoken and Written English*, Pearson Education, Harlow, (pp. 66-69, 739-51):

The term ‘gerund’ is not used here. The grammar employs general labels such as ‘-ing word’, ‘-ing form’ or ‘words ending in -ing’ and its index contains only the -ing suffix. Issues relevant to the present paper are dealt with primarily in part 2 “Word and phrase grammar”, in the section devoted to the borderline cases of lexical word class membership. Apart from differences between nouns and adjectives, and verbs and adjectives ending in -ing, the interest is focused on differences between nouns and verbs. However, as the heading of the section indicates, the chief emphasis is placed on the differentiation between word classes. Therefore, the question whether a certain -ing form token should be classified as a participle-like or gerund-like (viewed from the perspective of this paper) does not arise. What would be called ‘gerund’ in this paper is labelled ‘verb participle’ (see their examples: *scoring the first goal*, *becoming misty overnight*). If the -ing form displays ambivalent behaviour (as in mixed constructions such as *There is no denying it.*), it is regarded as a verb “since the verb category is the one which applies most generally to -ing words”. The same view is taken when the -ing form occurs without any indication in terms of its word class membership. In part 9 “The form and function of complement clauses”, where nominal clauses are discussed, -ing clauses include one type that would be called a ‘gerund clause’ here; other types display participial behaviour (viewed from the perspective of this paper).

### 2.1.3.2 Approach adopted in the present study

I believe that the use of the notion of gerund (hence the term *gerund title*) in the present study is justified because it directly captures the substantival-verbal behaviour displayed by the centre of the analyzed structures.<sup>8</sup> In this respect, it brings to the fore a not insignificant title type in a clearer way as opposed to the rather vague terms-compromises such as ‘-ing form’ (used, for instance, in *CGEL*) or ‘gerund-participle’ (used in *The Cambridge Grammar of the English Language*) and therefore expresses more distinctly the most basic characteristics displayed by the analyzed structures.

## 2.2 Formal-functional characteristics of the title

### 2.2.1 Block language

In order to provide a wider frame to the analysis, it is necessary to present a description of some symptomatic features of block language, i.e. a specific variety of English where book titles and similar structures are often placed. According to *CGEL* (1985: 845), block language “appears in such functions as labels, titles, newspaper headlines, notices, and advertisements. Simple block language messages are most often nonsentences, consisting of a noun or noun phrase or nominal clause in isolation; no verb is needed, because all else necessary to the understanding of the message is furnished by the context”. *CGEL* largely deals with newspaper headlines, but what is relevant for the present study is the close connection between using block language and pressure of space.

Leech (1966: 90-97) approaches this issue in a more detailed way. He deals with block language within the context of mode of discourse and distinguishes between disjunctive and abbreviated modes. The abbreviated mode is seen as included in the disjunctive mode and both are viewed as distinct from the discursive mode of connected discourse by specific features of its grammatical structure. The abbreviated mode is a result of the strong emphasis placed on the shortness of the utterance and occurs in structures such as newspaper headlines. The disjunctive mode is less explicit than discursive mode since the correct interpretation can be based on situational factors (e.g.

---

<sup>8</sup> Thus helping to see more clearly also the periphery (i.e. a fluent boundary with verbal noun).

visual lay-out). The main difference is seen in the fact that in fully disjunctive grammar minor and non-finite clauses are independent as opposed to fully discursive grammar.

Dušková (1994: 377-389) mentions block language within a discussion of minor sentences and provides a detailed classification of relevant structures.

Having presented a brief theoretical background, I should like to account for the position of gerund titles within the sphere of block language. On the level of their naming function, the fact that they are book titles leaves a certain amount of information unsaid since all that is needed can be inferred from the context (e.g. “this book is called...”) and this is accompanied by a component of basic cultural knowledge that books have titles and these are relevant. However, titles also possess further specific semantic and pragmatic levels (as I shall show more clearly below) that transcend mere labelling function. Moreover, even on their naming level they form (as book titles) a specific type of naming labels, distinct from labels from different (both textual and non-textual) spheres.

Grammatically, they fall fully within the sphere of disjunctive mode. Displaying a non-finite character, they possess symptomatic features of block language structures:

- a) they are syntactically simple;
- b) they display physical brevity characterized by heavy semantic load (which is connected with their specific position within the structure of the text);
- c) they lack explicitness (in terms of participants and temporal-spatial location);
- d) they are bound to the context (in certain cases, without further contextual information, displaying ambiguity);
- e) their inner relations are at times loose (due to the lack of function words).

Leech (1966: 95) argues that “[t]he border-line between discursive and block language [...] coincides with the difference between running text and typographically isolated sections, such as headings, titles, and lists.” This is exactly the case of the structures analyzed in the present study. Seen from this perspective, they form a certain type of block language representation of functions carried by the book title.

## 2.2.2 Title as an integral part of the printed publication

### 2.2.2.1 Functions of the title

Each title within the sphere of both informative and persuasive functional styles typically displays a complex of functions. With respect to the analyzed structures, it is useful to focus on the following: informative function, social function, text-representative function, instructive function, culture-representative function, advertising function.<sup>9</sup>

The *informative function* of the title is viewed here more broadly,<sup>10</sup> as having two basic components. The first component connects the title with the content of the text. Seen from a purely informative point of view, it provides the main introductory information about what the text deals with. However, the title obviously not only informs what the text is about, but simultaneously constructs a certain (more or less distinct) approach to it (second basic component).

Further, the title assigns the sender and the addressee certain roles, establishing a concrete model of communication between them. I shall call this a *social function*. Obviously, the presented aspects of the social function are further extended to other functions.

Mareš (1982: 129) describes the title as a miniature of the text. This is an important fact in the present paper, since it is useful to view it as another function displayed by the title: *text-representative function*.

Being a part of the text, yet possessing a specific position, the title gives the addressee certain instructions for the understanding of the text (Mareš, 1982: 129). Mareš is generally concerned with a different topic in the mentioned study, but for my present purposes it is useful to see titles as having also the *instructive function*. The addressee is directed to view the text as well as “go through it” in a certain way and possibly to change his/her view of the presented reality.

On the general level (based on the topic of the text), the title represents certain basic elements of a given culture and the way they are viewed, because it summarizes

---

<sup>9</sup> The list could, of course, be further extended with, for instance, the interest-catching function, agitation function, coherence function, etc. Nonetheless, I believe it provides a sufficient demonstration of my approach to the analyzed title type as well as a way to explain certain features it displays.

<sup>10</sup> More than, for instance, in Mistrík (1985: 318) and other monographs (representing functional stylistics) dealing with text composition or horizontal structure of text.

what is dealt with on a much larger scale, thus representing a “link in the chain” of cultural values. I shall call this function the *culture-representative function*.

The last function to be mentioned here is the *advertising function*. Along with the informative function it forms the base of every title. It is not possible for a printed publication of a book type to exist without a title in contemporary society. This functional level of the title stresses the fact that the text exists and that it represents (a) a product to be consumed (marketing dimension), (b) the extension of the publisher (as a result of the publishing activity), (c) the extension of the author(s) (as a result of his/her/their creative activity).

#### 2.2.2.2 Main title vs. subtitle

Generally, the addressee, when perceiving a title, is confronted with a specific configuration of the above mentioned components. Unlike the main title, the subtitle is in many cases not necessary for the publication of a book type, cf. *Everything you need to know about great sex*, *Floral art of Japan*, *Getting started in Java*, *Home pickling*, *The illustrated encyclopedia of birds of America*, *Understanding family law*. If it is present, the coexistence of the main title and the subtitle represents a functional division of an extreme semantic and pragmatic load carried by each title. Generally, the subtitle always exists in a mutual relationship with the main title, which has a crucial impact on its functions.

The main title (in the title structure containing also the subtitle) occupies the advertising functional sphere, even if it means less space for the informative function, since this can be further furnished by the subtitle. Typical features of the main title include less explicitness and a greater stress both on establishing the first contact with the reader and on providing a naming label for the product.

The subtitle occupies primarily the informative-explanatory sphere. Its crucial function is the explanatory function, i.e. it provides more detailed information concerning the issue discussed by the text than the main title; a very general, ambiguous, advertising or metaphorical main title is thus balanced by a more informative part, cf. *Arts and arms : literature, politics and patriotism during the Seven Years War*, *Changing states : contemporary art and ideas in an era of globalism*, *Dicho*



*y hecho : beginning Spanish, Duel in the snows : the true story of the Younghusband mission to Lhasa, Wider than the sky : the phenomenal gift of consciousness, The world in paint : modern art and visuality in England, 1848-1914. Frequently, the subtitle specifies the genre or the type of publication that the addressee is confronted with, cf. *Crossing the line : the autobiography of a thief*, *From Enlightenment to Romanticism : anthology*, *Instant Shakespeare : a practical guide for actors, directors, and teachers*, or it informs the addressee about the way the discussed topic is approached, cf. *Analyzing syntax : a lexical-functional approach*, *Understanding US/UK government and politics : a comparative guide*. The subtitle is also used to determine the target addressee, cf. *Care of the professional voice : a guide to voice management for singers, actors and professional voice users*, *Dyslexia in secondary school : a practical handbook for teachers, parents and students*, *Flowers in watercolour : a step-by-step guide for absolute beginners*. As can be seen from several examples presented above, the specifications of this kind can be combined since the subtitle represents a particularly suitable part for these components within the total title structure, cf. some other examples of such combinations: *Getting to know your puppy : an illustrated guide to pet care for new owners*, *Tics and Tourette Syndrome : a handbook for parents and professionals*.*

All the above mentioned explanatory-specifying elements can also be included in the main title occurring alone (i.e. without any subtitle present), which shows that the borderline between the two parts is fluent, cf. *The complete guide to the music of Led Zeppelin* vs. *U2 : the complete guide to their music*; *Microbiology : an introduction* vs. *An introduction to applied cognitive psychology*. These examples show the flexibility of non-keyword-type information; however, as can be seen in the following examples, also the keyword-type information can be placed in both the main title and the subtitle, cf. *Where have all the good times gone? : the rise and fall of the record industry* vs. *Napoleon : history and myth*, or even omitted completely (in metaphorical titles or titles based on an indirect relation to the main topics of the texts that they represent), cf. *Giant steps*, *Notes from a friend* (both books deal with self-actualization).

Apart from the explanatory and specifying tasks, the subtitle is also used to strengthen what has been announced in the main title – this is achieved by repeating the message of the main title in a somewhat modified way but without providing any

essentially new information. In this way, the informative function is largely permeated with the advertising function, cf. *Design your garden : 10 steps to design revolution in your garden*, *Led Zeppelin 'talking' : Led Zeppelin in their own words*, *The handbook of photography : how to get the best picture every time*.

### 2.2.3 Tentative structural typology of English book titles

The objective of the present typology is to map the area of alternatives that gerund titles are part of. Apart from determining their position within this sphere as regards the frequency, distribution or relations to other title structures, the typology should also serve to reveal more clearly their communicative functions. It is based on the first 10 % of records (ordered according to the control number) obtained from the BNB (see CD Appendix 6 for all BNB citations).

Considering the fact that the gerund title represents first of all a syntactic phenomenon (as regards its distinctness from other title types), also the present typology of titles should be based primarily on syntactic criteria. Therefore, for the present purpose, the titles will be viewed not as naming labels (see below within this part for a more detailed discussion of this issue) but as independent syntactic structures. *CGEL* (1985: 992) “recognize[s] a structure as a clause only when it is describable in terms of clausal rather than phrasal structure”. This view provides the basis for the present typology. Having also incorporated the classification of irregular sentences and nonsentences as presented by Dušková (1999), I shall divide the titles into two basic types: non-clausal structures vs. clausal structures. Since gerund titles clearly display the structure of a clause (verb followed by complementation<sup>11</sup>), they were placed within the clausal structures section.

Before proceeding to the gerund title as a title type, several crucial comments are put forward, complementing the previous discussion, to account more closely for the motivation behind the used classification as well as to warn against the danger of mixing different levels of viewing the title.

First, it is necessary to differentiate between the naming function of the title and its actual linguistic representation. The title is always a naming label of the book,

---

<sup>11</sup> In peripheral cases only implied, thus representing ambiguous cases (noun phrase vs. nonfinite clause).

regardless of whether its structure is clausal or not. In other words, it functions in the same way as labels or signs such as *Exit* or *Orange Juice*, paradoxically even in cases where it clearly displays a regular clausal structure (e.g. *Everyone needs a mentor*, *The Lord is my shepherd*). However, this fact is inherent in its very nature and is not directly connected with its concrete linguistic realization. Nonetheless, this function blurs the structural differences displayed by various title types and thus cannot be used as a basis for classification. Therefore, it should not be adhered to during the structural analysis because this inevitably involves mixing two separate levels.<sup>12</sup>

Table 1 presents all structural types occurring within the analyzed set as well as their frequency data (see CD Appendix 1 for concrete representatives).

Table 1

title types			abs.	%	
non-clausal structures	phrasal structures	noun phrases	2956	85.91	
		passive complex verb phrases (no auxiliary)	6	0.17	
		adjective phrases	11	0.32	
		adverb phrases	5	0.15	
		prepositional phrases	34	0.99	
	interjections	3	0.09		
clausal structures	nonfinite clauses in isolation	infinitive constructions	3	0.09	
		gerund constructions	244	7.09	
	regular sentences	simple sentences	declaratives	33	0.96
			interrogatives	23	0.67
			imperatives	46	1.34
		compound sentences	6	0.17	
		complex sentences	6	0.17	
	irregular sentences	<i>wh</i> -clauses	18	0.52	
		infinitive <i>wh</i> -clauses	16	0.46	
		<i>if</i> -clauses	1	0.03	
		subjectless sentences	2	0.06	
		subject – nominal predicate sentences	11	0.32	
elliptical sentences		2	0.06		
ambiguous		11	0.32		
different languages		4	0.12		
<b>total</b>		<b>3441</b>	<b>100</b>		

<sup>12</sup> In addition, the title is also more than a mere label, in that it does something, it establishes something, etc. (see 2.2.2.1, 3.1.5, 3.2), which is a sphere where its form is associated with its illocutionary force in the same way as in non-disjunctive discourse. This perspective (though certainly revealing during later phases of analysis) cannot be used as a starting point since it primarily focuses on functional (communicative) rather than formal features.

Table 1 reveals the position of gerund titles in the whole English title typology (i.e. they are the second most frequent) as well as within the clausal structures (they are the most frequent). They seem to form a bridge between the noun phrase (as a dominant title type) and clausal structures, virtually operating as the only significant competitor of the noun phrase.

## 2.3 Gerund title as a title type

### 2.3.1 Delimitation of the gerund title

In order to be classified as a gerund title,<sup>13</sup> the title structure must contain an *-ing* form operating as the head (see 2.3.2 for types of structures which are not considered to be gerund titles); the head may or may not be further complemented or modified.

A. If the *-ing* form is further complemented, there are the following types of complementation present (further modification may, of course, be present as well):

1. lexical verbs: *-ing* form operating as the head is complemented by (a) a direct object (monotransitive complementation – type VO):

*Learning to ride;*

*Measuring success;*

*Rethinking what works with offenders;*

or (b) a prepositional object (monotransitive complementation – type VO):

*Coping with blushing;*

*Dreaming of what might be;*

*Listening to people of other faiths;*

or (c) an object and an object complement or an adverbial (complex transitive complementation – types VOC and VOA):

*Getting health reform right;*

*Keeping it real;*

*Making death thinkable;*

*Fitting out your boat in fibreglass or wood;*

---

<sup>13</sup> The same criteria hold for the delimitation of gerund subtitles within the subtitle part.

*Putting logic in its place;*

*Taking space seriously;*

or (d) a direct and an indirect object (ditransitive complementation – type VOO):

*Giving a voice to the voiceless;*

*Saying goodbye to Greg;*

*Teaching science to children;*

2. copular verbs: *-ing* form operating as the head is used with (a) a noun phrase subject complement (with or without further modification):

*Becoming a secondary geography teacher;*

*Being an actor;*

or (b) an adjective phrase subject complement:

*Going Buddhist;*

*Growing older in Europe;*

*Keeping clean;*

B. If there is no complementation, the modification of the *-ing* form head is realized by

1. adverb

*Behaving badly;*

*Dying well;*

*Growing together in Christ;*

2. prepositional phrase

*Developing in two languages;*

*Living by lakes;*

*Walking on the Isle of Man;*

3. infinitive

*Partnering to win;*

C. If neither complementation nor modification is present, there are two structural types:

1. single-word verbs

*Celebrating;*

*Cooking;*

*Swimming;*

## 2. multi-word verbs

Chilling out;

Coming back;

Moving on.

The borderline between the gerund and the verbal noun is fluent, which makes the classification difficult in cases where there is no clear indication if the *-ing* form in question is a verbal noun or a gerund (e.g. *Breeding : photographs*, *Bullying : the truth*, *Dancing around the world*, *Investing in Ghana*). It does not appear to be helpful to rely on the conception of dynamic process as opposed to stative fact<sup>14</sup> to determine the difference between gerunds and verbal nouns in the present context (i.e. a specific type of block language). Moreover, it is not solely a matter of whether the *-ing* form “appears alone”, as it is discussed in Petrlíková (2005: 31, 55, 106), but also whether the linguistic structures in which a particular *-ing* form is used will clearly indicate its grammatical status (e.g. *Analyzing syntax : a lexical-functional approach*, *Managing a diverse workforce*, *Remembering Woodstock*), or not (e.g. *Eating for a healthy heart*, *Entertaining at home : over 65 sensational recipes for successful dinner parties*, *Living with autism*).

The notion of lexicalization is somewhat problematic in the present context since in many cases it virtually depends only on the perspective of whether the *-ing* form in question is viewed as a gerund (morphological structure formed according to the rules of English, designating a dynamic process and displaying symptomatic properties, see 2.1.3) or as a part of the lexicon (and hence fixed). Instead, specific criteria were used in order to classify the analyzed set of structures: if the *-ing* form designates a defined (scientific or sport) discipline, name of a technique or a school subject, it is not classified as a gerund (regardless of the fact that it might designate a dynamic process or imply complementation). On the other hand, if the *-ing* form designates a dynamic process and does not fall within the categories mentioned above, it is classified as a gerund. Therefore, units such as *banking*, *marketing*, *kayaking*, *yachting*, *imaging*, *neuroimaging*, *speaking* or *writing*, when occurring as mere designations of disciplines,

---

<sup>14</sup> Used as the major principle, for instance, in Petrlíková (2005: 22), who analyzes the gerund and its constructions in contemporary narrative fiction, i.e. in continuous discourse.

techniques or school subjects, were not classified as gerunds,<sup>15</sup> as opposed to units designating dynamic processes such as *advertising*, *brainwashing*, *breathing*, *cooking*, *eating*, *dancing*, *shopping*, *smoking* or *swimming* (representing various degrees of distance from the centre towards the periphery, cf. Marková (1986)). Thus what a resultant analyzed set displays is not a unified body of more or less the same constructions, but rather a continuum of related structures.

### 2.3.2 Structures not regarded as gerund titles

After the delimitation of the structures that *are* considered to be gerund titles for the purposes of the present study, a brief outline of the structures which *are not* considered to be gerund titles is presented in what follows:

- a) structures where the gerund operates as a premodifier, e.g. *Pruning basics*, *Marketing planning*, *Speaking frames*, *Reading comprehension*;
- b) structures where the gerund is a component of postmodification within a noun phrase, e.g. *Philosophy : the illustrated guide to understanding and using philosophy today*, *Psychology of reasoning : theoretical and historical perspective*, *Handbook of understanding and measuring intelligence*, *The art of dreaming*, *The complete guide to nutritional health : more than 600 foods and recipes for overcoming illness and boosting your immunity*, *52 ways of looking at a poem, or, How reading modern poetry can change your life*, *An actor's guide to getting work*;
- c) structures where the *-ing* form phrase contains a modifier indicating that the structure in question is closer to the verbal noun interpretation, e.g. *Financial accounting*, *Internet banking : law and practice*, *Classic French cooking : recipes for mastering the French kitchen*, *Elegant eating : four hundred years of dining in style*, *Easy entertaining : simple recipes for every occasion*, *Geometric modeling : techniques, applications, systems and tools*, *Advanced dental*

---

<sup>15</sup> If there is a clear indication that the *-ing* form in question displays gerundial properties or is not a designation as defined above, it is classified accordingly (i.e. as a gerund), cf. *Marketing learning in arts, culture & heritage*, *Marketing the author : authorial personae, narrative selves and self-fashioning, 1880-1930*; *Speaking my mind : expression and self-knowledge*, *Speaking of values : intermediate conversation*; *Writing a screenplay*, *Writing fiction. Years 3-4*.

*nursing, Special teaching for special children : pedagogies for inclusion, Creative titling with Final Cut Pro, Successful telephone selling;*

- d) structures where the *-ing* form is the second element in compound-like phrases (the first element may be an object or a qualifying adverb which in the finite tenses of the verb formerly stood either before or after it, cf. *Oxford English Dictionary (OED)*, entry *-ing 1*) – such structures are viewed here also as closer to verbal nouns, e.g. *Marathon running : from beginner to elite, Strength training for athletes, Novel writing : 16 steps to success, One pot cooking, Garden poultry keeping, Problem solving in business and management : hard, soft and creative approaches, Babycalming : simple solutions for a happy baby;*
- e) structures where the *-ing* form(s) occur(s) as the initial head(s), but in coordination with non-*-ing* form components of the title structure, e.g. *Speaking, listening and drama, Mining and indigenous lifeworlds in Australia and Papua New Guinea, Clustering and information retrieval, Singing and the actor;*
- f) structures where the *-ing* form(s) occur(s) as the non-initial head(s) in coordination with non-*-ing* form components of the title structure, e.g. *Rennie Mackintosh inspirations in embroidery : design, embroidery and quilting, Memory, wisdom and healing : the history of domestic plant medicine, Dyslexia, reading and the brain : a sourcebook of psychological and biological research, Food & cooking in 19th century Britain : history & recipes, Prevention and coping in child and family care : mothers in adversity coping with child care;*
- g) structures where the *-ing* form occurs in finite clauses, e.g. *Eating your auntie is wrong : the world's strangest customs, Learning is fun;*
- h) structures where the *-ing* form is clearly not a gerund, but a homonymous form:
1. present participle (also lexicalized into adjective) in various functions (*Al-Qaeda is winning : USA's war on terror is a disaster, Always change a winning team : why reinvention and change are the prerequisites for business success*),
  2. verbal noun (*The teaching of science in primary schools*),
  3. deverbal noun (*Writings of John Mensah Sarbah*).



The reasons for not including such structures into the analyzed set can be divided into several types: 1. non-head function of the *-ing* form within the phrase structure (see a) and b) above); 2. clear indication that the *-ing* form displays behaviour closer to a verbal noun interpretation (see c) and d) above); 3. occurrence of the *-ing* form in coordination with non-*ing* form components of the title structure (see e) and f) above); 4. occurrence in finite clauses (see g) above); 5. clear indication of a non-gerund grammatical status (see h) above).

## 3 Analysis

### 3.1 Gerund titles in the BNB total set

This part of the overall analysis deals with the gerund titles contained in the BNB total set, i.e. the set of 34405 titles (see 1.3.1), presenting both general tendencies and syntactic-semantic characterization.

#### 3.1.1 Ambiguity in the gerund title (as a structural type)<sup>16</sup>

##### 3.1.1.1 *Types of ambiguity in multi-word structures with an initial -ing form*

Relevant types of ambiguity can be viewed from two different perspectives: as types based on intentionality and types based on the resultant interpretation.

#### 1. Types based on intentionality

There are two basic types of ambiguity relevant to the analyzed structures: intentional ambiguity and unintentional ambiguity. However, it is necessary to realize that there is not a sharp division between these two types, which is caused by the fact that the title can be (and often is) approached in isolation without further context (e.g. in databases, catalogues, on the Internet, etc.) or within limited context (e.g. in connection with but without the knowledge of the text); nevertheless, it simultaneously forms the most significant frame component of the written publication (i.e. having a complex relation with the text that it forms a part of), thus being inseparable from the text that it accompanies. The addressee's knowledge of the text itself, as well as other pragmatic aspects,<sup>17</sup> then has a significant impact on the interpretation of the title structure and subsequent categorization of its components. The degree of the addressee's familiarity with the immediate as well as more distant context and his/her knowledge of other relevant information are then the crucial causes of the blurred boundaries between the two types, the others residing in the act of interpretation when subjective factors are brought to the fore.

---

<sup>16</sup> What is dealt with in this section is structural ambiguity of multi-word structures containing an initial *-ing* form, not morphological homonymy present on the single-word level (for further treatment of the latter issue see 2.1, particularly 2.1.2.3).

<sup>17</sup> Since ambiguity, in this context, is necessarily determined by both typological features of the English language and relevant pragmatic aspects.

## 2. Types based on the resultant interpretation

There are several possible interpretations of *-ing* forms used in the analyzed title type: gerundial head, gerund as a premodifier, present participle and adjective (lexicalized present participle). The following overview contains the basic relations which they display, with some typical examples and an explanation of the causes of ambiguity:

### a) present participle (or possibly *-ing* adjective) vs. gerundial head

Examples:

*Awakening African women : the dynamics of change*

*Burning Britain : the history of UK punk, 1980-1984*

Causes:

The ambiguity in the first example is caused by several factors: The verb *awaken* can operate in two categories (as both transitive and intransitive, cf., for instance, *OED*). Its transitive role is activated when the *-ing* form is interpreted as a gerund, taking a direct object realized by a noun phrase (*[somebody/something] awakens African women*). Simultaneously, the complementing noun phrase (*African women*) can operate as an agent of the action expressed by the *-ing* form, i.e. *African women who awaken*. In this case, the intransitive role of the verb is activated.

The second example, moreover, displays a metonymic or metaphorical transfer (depending on the interpretation of the proper name *Britain*) accompanied by a relevant semantic concretization of the verb *burn*, thus producing two interpretations of this title: 1. *[somebody was trying] to burn Britain*, 2. *Britain, which was burning*. It appears that ambiguity in this case is intentional.<sup>18</sup>

### b) gerundial head vs. gerund as a premodifier

Examples:

*Building change : architecture, politics and cultural agency*

*Quilting illusions : 50 quilts to fool the eye*

Causes:

On the syntactic-semantic level, the ambiguity resides in the fact that these structures allow transformations to *of*-phrases: *Change of building*, *Illusions of quilting*

---

<sup>18</sup> This conclusion, of course, cannot be based on semantic factors only, but has to take into consideration also pragmatic factors, i.e. at least basic knowledge of the punk movement in Great Britain.

(= produced by quilting).<sup>19</sup> These syntactically simple transformations are facilitated by possible multiple syntactic functions of the noun phrases following the *-ing* forms. If the *-ing* forms are interpreted as gerundial heads, the second components of the titles function as resultant objects of the gerundial clauses. On the other hand, if the *-ing* forms are interpreted as premodifiers, they operate as heads of noun phrases (i.e. non-clausal structures), accompanied by premodification. Both these interpretations are semantically non-defective. Beyond the limits of syntactic-semantic level, they are enabled by pragmatic factors.

### 3.1.1.2 Causes and blocking factors

Ambiguity in the analyzed structures is caused by several interconnected factors:

1. typological features of English – few morphological markers, high degree of grammatical homonymy, grammatical as well as semantic concretization based on the context (cf. Vachek, 1990: 119);
2. features of block language – absence of words with low information value, strong nominal features and subsequent accumulation of nominal elements, physical brevity with heavy semantic load, etc. (see 2.2.1);
3. semantic-syntactic factors – suitable semantic-syntactic configuration, semantic concretization, possibly accompanied by metaphorical transfer.

It is particularly relevant to point out that there is a potential (not necessarily present) ambiguity in every gerund title structure if the complementing noun can operate as an agent of the action expressed by the *-ing* form. Particularly suitable gerundial heads include *Changing*, *Developing*, *Improving*, *Living*, *Moving*, *Transforming*, cf.:

*Changing institutions in the European Union : a public choice perspective;*

*Developing managers : a European perspective;*

*Improving behaviour;*

*Living history;*

*Moving mountains : the race to treat global AIDS;*

*Transforming Barcelona.*

---

<sup>19</sup> The Library of Congress Subject Headings are the following: Quilting Patterns; Optical illusions in art.

This potential ambiguity is caused by the fact that they do not specifically require an animate agent and allow both animate and inanimate subject; the multiple resultant interpretations of these structures are grammatically, semantically and pragmatically non-defective. On the other hand, if the semantic content of the verb (forming the base of the gerundial head) requires an animate agent (e.g. *measure*, *conceptualize*), a potential ambiguity is blocked. Nevertheless, even these phrases sometimes allow a metaphorical or metonymic transfer, cf. *Transforming Barcelona* where the verb *transform* requires an animate agent but due to the metonymic transfer (*Barcelona* = its people and the culture that they carry) or personification (a city perceived as a living being) this constraint is disregarded. Generally, this potential for ambiguity is enabled by the fact that these verbs can operate as both transitive and intransitive.

Secondly, to a much lesser extent, the potential for ambiguity is present in structures that apart from being interpretable as gerund titles allow transformations to *of*-phrases (see 3.1.1.1 b) Types based on the resultant interpretation).

The analyzed gerund titles display the following factors that block ambiguity:<sup>20</sup>

1. grammatical factors present in the title – the most reliable means of disambiguation, the most frequent being a) and b)
  - a) presence of a determiner between the gerundial head and its complementation: *Acting my life*, *Assembling the tree of life*;
  - b) presence of a preposition between the gerundial head and its complementation: *Caring for dying people of different faiths*, *Looking at cities*;
  - c) presence of an adverbial particle between the gerundial head and its complementation<sup>21</sup> or after the complementation: *Eating up Italy*, *Driving crime down : denying criminals the use of the road*;
  - d) object of the gerundial head or adverbial (present immediately after the gerundial head) realized by an infinitive: *Learning to ride*, *Starting to teach*

<sup>20</sup> The blocking factors may often overlap, i.e. ambiguity is blocked by more than one factor at the same time.

<sup>21</sup> In the case of no further complementation, the presence of an adverbial particle removes the verbal noun vs. gerund ambiguity discussed in 2.1.2.3, cf. *Chilling out : the cultural politics of substance consumption, youth and drug policy*, *Growing up : from child to adult*, *Moving on*.

- in the secondary school; Partnering to win : how to own a racehorse without spending a fortune;*
- e) object of the gerundial head realized by a pronoun: *Blagging it : how to get almost everything on the cheap, Winging it;*
- f) object of the gerundial head realized by a *wh*-infinitive or *wh*-clause: *Learning how to study again : a practical guide to study skills for mature students returning to education or distance learning, Rethinking what works with offenders : probation, social context and desistance from crime;*
- g) type V<sub>cop</sub>C<sub>s</sub>: *Being Stan : Stan Collymore raw and uncut, Becoming biliterate : young children learning different writing systems;*
- h) type V + optional A: *Dancing barefoot, Growing together : personal relationships across the lifespan, Living longer : ageing, development and social protection;*
- i) type VO + optional A: *Building applications and components with Visual Basic.NET, Distributing awards efficiently : more on King Solomon's problem, Repairing structures using composite wraps;*
- j) premodification of the noun following the gerundial head: *Building great customer experiences, Building scalable network services : theory and practice;*
- k) gerundized multiple-word verb phrase or grammatical structure: *Getting married abroad : a practical guide to overseas weddings, Getting to know your goldfish : an illustrated guide to pet care for loving owners; Going to live in Australia : your practical guide to living & working in Oz;*
- l) (in some cases) coordination of gerundial heads if the presence of one gerundial head alone could cause ambiguity: *Growing, cooking & eating vegetables* (semantically different gerundial heads *cooking* and *eating* remove a potential ambiguity of the structure *Growing vegetables*), *Designing and developing scalable IP networks, Developing and managing portfolios : good practice guide* (presence of the *-ing* form *developing* alone would lead to an ambiguous structure; see this section above where causes of ambiguity are discussed); the second gerundial head thus functions as a disambiguator; however, the coordination of gerundial heads does not

always removes ambiguity – if the both gerundial heads possess similar semantic properties and no other disambiguators are present, the ambiguity is retained, cf. *Drawing and painting people*;

m) (in some cases) coordination of gerundial structures: *Designing experiments and analyzing data : a model comparison perspective*, but not in *Changing welfare, changing states : new directions in social policy*.

2. semantic (semantic-lexical) factors present in the title<sup>22</sup>

a) the semantic content of the noun following the *-ing* form is incompatible with the agent role in the given context: *Beginning algebra*, *Climbing Everest*;

b) semantic content of the verb (forming the base of the gerundial head) requires an animate agent: *Implementing change in health systems : market reforms in the United Kingdom, Sweden, and the Netherlands*, *Mastering e-business*;

c) collocability: *Applying qualitative methods to marketing management research*, *Assessing teacher effectiveness : developing a differentiated model*, *Finding information*;

d) idiomaticity: *Making friends with Hitler : Lord Londonderry and Britain's road to war*, *Making sense of grammar*, *Making waves : sound*;

e) semantic-syntactic properties of the gerundial head and its complementation: *Being Jordan* (\*Jordan that is (being), \*Jordan of being).

3. subtitle as a blocking factor

*Modeling reality : how computers mirror life*

*Studying Shakespeare : a guide to the plays*

In the first case, the subtitle clearly indicates that the publication is not about modelling and fashion industry, therefore the interpretation of the *-ing* form as a gerundial premodifier enabling the transformation into *reality of modeling* is not possible). In the second case, the subtitle reveals that the participial interpretation of the *-ing* form is not possible; here, of course, also pragmatic factors are brought to the fore.

---

<sup>22</sup> It often appears difficult to separate them from pragmatic factors.

#### 4. pragmatic factors

These factors include general cultural knowledge, knowledge of the particular field, knowledge of context, experience with similar titles, inferences about what is communicated, etc. They allow to suppress various bizarre interpretations due to the lack of clear grammatical or semantic indicators, cf.: *Approaching photography*, *Collecting Pendelfin*, *Counselling adolescents : the proactive approach*, *Fostering adolescents*, *Investigating UFOs*, *Worshipping God*.

#### 5. the whole publication as a blocking factor

In some cases, the content of the publication facilitates removing potential ambiguity, cf.: *Grouping materials* (the publication deals with matter classification), *Shooting history : a personal story* (the publication is a biography of a British war correspondent), *Shooting stars* (the publication deals with photographing celebrities).

The list of blocking factors could be extended by some other factors. However, their reliability is rather low and they can be viewed as supportive only:

- disambiguation by parallel structures – it is likely that an unambiguous gerund subtitle parallels the main title, cf.: *Breaking 100, 90, 80 : taking your game to next level with the best teachers in golf*, *Developing meaning in action : (re)constructing the process of embedding corporate social responsibility (CSR) in companies*.
- analogy as a blocking factor – the same gerundial heads used in unambiguous structures facilitate the interpretation of equivalent titles: the title *Growing, cooking & eating vegetables* functions as an unambiguous structure, therefore it could be presumed that equivalent titles display similar properties, cf. *Growing herbs : designing, planting and growing : a practical guide*, *Growing shoots, peas and beans*, *Growing things*. Similarly, unambiguous gerund titles such as *Developing the emotionally literate school*, *Developing the independent learner* or *Developing the knowledge economy : an agenda for local government* could lead to a conclusion that other titles with an equivalent surface structure are to be interpreted in the same way, cf. *Developing information sharing and assessment systems*, *Developing learning in early childhood*, *Developing managers : a European perspective*, *Developing primary science*, *Developing resilient learners*.



### 3.1.2 General features of gerund titles from the BNB total set

#### 3.1.2.1 Frequency data and commentary

In order to obtain some general statistical information, 5 separate calculations were made:<sup>23</sup>

1. if only the main title fulfilled the necessary conditions (see 2.3.1), i.e. the subtitle was realized by a different title type, it was included into the category *gerund main title only*;
2. if only the subtitle fulfilled the necessary conditions, i.e. the main title was realized by a different title type, it was included into the category *gerund subtitle only*;
3. if both the main title and the subtitle fulfilled the necessary conditions, the whole title was included into the category *gerund pair* (see CD Appendix 4 for concrete representatives);
4. if the main title fulfilled the necessary conditions, regardless whether also the subtitle satisfied the conditions or not, it was included into the category *gerund main title total* (see CD Appendix 2 for concrete representatives);
5. if the subtitle fulfilled the necessary conditions, regardless whether also the main title satisfied the conditions or not, it was included into the category *gerund subtitle total* (see CD Appendix 3 for concrete representatives).

---

<sup>23</sup> The following calculations view each case of gerundial coordination as one item only, including merely initial gerundial heads, e.g. *Designing experiments and analyzing data : a model comparison perspective*, *Developing and managing portfolios : good practice guide*, *Growing and changing*, not middle and final gerundial heads, e.g. *Educating, evaluating, and selecting living kidney donors*, *Changing welfare, changing states : new directions in social policy*, *Practical program evaluation : assessing and improving planning, implementation, and effectiveness*, *You & your Audi TT : buying, enjoying, maintaining, modifying*. Gerunds occurring in coordination are dealt with in a separate table below.

Spelling variations in *-ise* vs. *-ize*, *-ll-* vs. *-l-* are disregarded in all calculations as well as ordering. The usage in tables is based on the frequency in the set; in the case of the same numbers of forms that occur with both spellings, *-ll-* and *-ize* variations are used. However, all non-table citations of titles within the paper retain the original spelling.

Hyphenation variation in *re-inventing* vs. *reinventing* is also disregarded in calculations and ordering. In the tables, the non-hyphenated form was used. However, the forms *reforming* and *re-forming* are counted as two different gerundial heads since they represent cases of functional spelling differentiation: *reform* = restore, renew, re-establish, improve by making changes vs. *re-form* = form again, cf., e.g., *OED*. The forms *re-energising*, *re-examining* (main titles) and *re-engineering*, *re-evaluating*, *re-figuring* (subtitles) occur only with hyphenated spelling, therefore it was retained.

The form *(re)constructing*, where the use of brackets is functional, is viewed as an independent morphological structure, different from both *constructing* and *reconstructing* (the latter form does not occur in the set).

Table 2

calculation	category	number of occurrences in the BNB total set	% <sup>24</sup>
1	gerund main title only	2176	6.32
2	gerund subtitle only	730	4.35
3	gerund pair	127	0.37
4	gerund main title total	2303	6.69
5	gerund subtitle total	857	5.11

The percentage of the total number of gerund main titles roughly corresponds to the findings presented in the title typology (7.09 %; for the whole typology see 2.2.3). The set of gerund subtitles displays a somewhat lower number (in relation to the whole set of subtitles). This is largely caused by the fact that certain types of information such as the age of the target addressees, relevant years, dates or volumes are marked as subtitles (position after the colon)<sup>25</sup> therefore the whole set of subtitles contains numerous structures of the type that is not present in the total set of main titles, cf.:

*I am not going to read any words today! : age 4+, Science 1 : ages 5-7, Science 2 : ages 5-7, Science 3 : ages 7-9, Formula one mathematics gold B : year 8, Writing across the curriculum : year 3, Writing across the curriculum : year 4, Writing across the Curriculum : year 5, Italy in the age of the Renaissance : 1300-1550, 30 seasons at St James' Park : 1974-75 to 2003-04, Vauxhall/Opel Corsa petrol & diesel : 2000 to 2003, Taxation simplified : 2004/2005, Double crossword book : 2, Key entry tests : 1. For the revised Cambridge proficiency examination. Student's book, Key entry tests : 2. For the revised Cambridge proficiency examination. Student's book, etc.*

Taking this fact into consideration, it can be said that from a general frequency perspective gerund structures do not have a significantly different position within the title typologies of both sets (see below in this section for a more detailed comparison of gerund main titles and gerund subtitles).

<sup>24</sup> Percentage in calculations 1, 3 and 4 is based on the BNB total set (i.e. 34405 structures). Percentage in calculations 2 and 5 is based on the total set of subtitles, i.e. 16785 structures; this figure represents all structures marked as subtitles in the total set of titles published in England in English in 2004. They were counted automatically, based on the marking present in the BNB. Therefore any possible inconsistencies or mistakes are disregarded here.

<sup>25</sup> Unfortunately, the cataloguing is by no means consistent in this respect. Frequently, the same type of information is included in the main title in one case or placed separately as a subtitle in the other (see note 24).

The percentage of gerund pairs shows that this type of naming does not play a crucial role within the total set of gerund titles (for the functional-structural description of gerund pairs see below in this section). Generally, the gerundial pairing more or less corresponds with the frequencies gained in the non-paired titles (i.e. there is an obvious tendency for more frequent gerundial heads to occur more often), depending on the desired communicative effect. There are no gerundial heads that display statistically significant frequencies.

Table 3 contains numbers of GT-groups within the sets of gerund titles (both main titles and subtitles):

*Table 3*

relevant set	number of GT-groups
main titles	592
subtitles	317
main titles only	376 <sup>26</sup>
subtitles only	95 <sup>27</sup>

The resultant figures indicate that the set of GT-groups used in subtitles is not a mere subset of GT-groups employed in main titles, revealing that there are numerous GT-groups occurring in subtitles only (i.e. 29.97 % of the total number of GT-groups present in subtitles do not occur in main titles). There seem to be two basic interconnected reasons: (a) different functional requirements are thus represented by different gerundial heads, (b) there is a connection with the tendency towards the gerundial form of the title, rather than towards a limited number of ready-made structures (such as *introduction to*, *guide to*, etc.), resulting in the presence of a very large number of gerundial heads with one or two occurrences (see below).

Tables 4 and 5 present frequency displayed by both main titles and subtitles.

Key for Table 4:

N1 – number of GT-groups with the same number of titles

N2 – number of titles within each GT-group

%1 – percentage of each GT-group in relation to the gerund main title total (i.e. the figure in calculation 4)

%2 – total percentage in relation to the gerund title total

<sup>26</sup> See Appendix 4 for the list of gerundial heads that did not occur in main titles.

<sup>27</sup> See Appendix 5 for the list of gerundial heads that did not occur in subtitles.

Table 4

main titles				
N1	GT-group	N2	%1	%2
1	understanding	118	5.12	5.12
1	making	86	3.73	3.73
1	managing	82	3.53	3.53
2	getting, living	47	2.04	4.08
1	working	45	1.95	3.90
1	learning	43	1.87	1.87
2	developing, exploring	36	1.56	3.13
1	rethinking	29	1.26	2.52
3	doing, teaching, writing	28	1.22	3.65
1	walking	26	1.13	1.13
1	modelling	25	1.09	1.09
1	going	24	1.04	1.04
1	building	23	1.00	1.00
1	designing	22	0.96	0.96
1	growing	21	0.92	0.92
1	measuring	20	0.87	0.87
2	reading, using	19	0.83	1.65
3	buying, creating, looking	17	0.74	2.22
4	coping, dealing, improving, thinking	16	0.69	2.78
1	talking	15	0.65	0.65
1	discovering	14	0.61	0.61
2	mastering, starting	13	0.56	1.13
5	becoming, eating, changing, moving, taking	12	0.52	2.61
3	introducing, keeping, supporting	11	0.48	1.43
3	caring, delivering, transforming	10	0.43	1.30
8	being, drawing, evaluating, governing, implementing, mapping, planning, running	9	0.39	3.13
5	beginning, cooking, fighting, painting, protecting	8	0.35	1.74
9	analysing, breaking, educating, choosing, investigating, leading, marketing, meeting, unlocking	7	0.30	2.74
12	confronting, demonstrating, enhancing, finding, interpreting, mixing, photographing, programming, regulating, researching, saving, staying	6	0.26	3.13
22	advancing, applying, assessing, coming, constructing, counselling, crossing, dancing, defining, demystifying, handling, inventing, investing, preparing, putting, questioning, raising, seeing, selling, swimming, treating, visiting	5	0.22	4.77
31	adding, beating, bringing, coaching, comparing, drafting, explaining, facing, gardening, having, healing, hearing, challenging, imagining, journeying, observing, overcoming, playing, presenting, preventing, reforming, repairing, reporting, responding, seeking, setting, sharing, speaking, structuring, studying, turning	4	0.17	5.38
57	balancing, bridging, bullying, celebrating, climbing, contesting, counting, debating, deconstructing, defending, detecting, digging, directing, dreaming, driving, dying, embracing, entertaining, falling, farming, fashioning, feeding, financing, fixing, flying, giving, chasing, knowing, linking, listening, mainstreaming, maximising, modernizing, monitoring, parenting, picturing, producing, promoting, reclaiming, reinventing, remembering, representing, rolling, securing, shaping, shopping, surviving, sustaining, targeting, telling, touching, tracing, training, waiting, waking, watching, winning	3	0.13	7.43
95	accessing, acting, advertising, achieving, approaching, attracting, avoiding, awakening, blowing, burning, catching, collecting, combining, conducting,	2	0.09	8.25

	<p>consuming, converting, cracking, crafting, cultivating, defeating, disabling, disarming, dissolving, editing, enabling, enforcing, engendering, engineering, enjoying, fitting, following, fostering, funding, handbuilding, hiding, howling, illuminating, involving, juicing, letting, losing, maintaining, narrating, negotiating, nursing, optimizing, ordering, organizing, outsourcing, performing, policing, possessing, pricing, privatizing, pruning, pulling, purchasing, pushing, redefining, reducing, reflecting, relocating, remaking, rendering, renewing, resolving, restoring, restructuring, resurrecting, reviving, reworking, riding, romancing, ruling, sailing, searching, shooting, showing, singing, smoking, sorting, sounding, sowing, spotting, standing, supervising, surfing, tackling, taming, treading, trekking, valuing, visualizing, weighing, wrestling</p>			
309	<p>accommodating, accounting, acquiring, adapting, addressing, administering, aiming, alleviating, angling, architecting, articulating, assembling, auctioning, authoring, averting, bedding, behaving, belonging, benchmarking, betting, blagging, blasting, blooming, boosting, boxing, brainwashing, breathing, breeding, calming, campaigning, capturing, carrying, cartooning, carving, catalysing, cleaning, clearing, combating, communicating, composing, computing, conceptualizing, configuring, confounding, connecting, considering, constituting, consulting, continuing, contrasting, controlling, conversing, cooling, courting, crewing, crusading, curing, daring, daylighting, debugging, decolonising, deconditioning, decorating, deflating, deforesting, deploying, desiring, desisting, devastating, digitizing, dining, dismantling, distributing, doctoring, doping, downsizing, drifting, drinking, electroplating, eliminating, embedding, employing, enacting, encountering, encouraging, ending, enduring, engaging, enchanting, enlightening, envisioning, erasing, escaping, establishing, etching, evolving, excavating, excusing, expanding, expecting, experiencing, exploiting, extending, feasting, flexing, floating, flourishing, forgetting, forgiving, forming, fragmenting, framing, freeing, furthering, gathering, gendering, generating, ghostwriting, grandparenting, grasping, greasing, grounding, grouping, guilding, heating, helping, hitchhiking, hitting, holding, homing, chairing, characterizing, charting, chilling, christening, igniting, illustrating, increasing, indexing, influencing, inheriting, insuring, integrating, internationalizing, interrupting, intervening, joining, juggling, jumping, justifying, knitting, laughing, leaving, leveling, leveraging, lighting, lobbying, loosening, loving, lying, manifesting, manufacturing, matching, mediating, meditating, minding, minimising, mirroring, mis-selling, missing, mitigating, mobilising, motivating, naming, navigating, numbering, opening, opposing, outwitting, packing, parting, partnering, perpetuating, persuading, pitching, placing, planting, pointing, poisoning, politicising, practising, praying, preserving, professing, providing, pubbing, pursuing, quilting, rating, reanimating, reassessing, rebuilding, recognizing, recollecting, reconceiving, reconceptualizing, reconfiguring, reconsidering, recovering, recruiting, rediscovering, redressing, re-energising, reengineering, re-examining, refactoring, refashioning, refiguring, re forging, reframing, regarding, regrowing, releasing, remapping, remediating, reproducing, reshaping, resisting, restating, retailing, retaking, retelling, retiring, retrieving, returning, revealing, rewriting, risking, rounding, routing, safeguarding, salvaging, satisficing, saying, screening, scribbling, seafaring, selecting, sewing, sexing, shaking, shattering, schooling, signifying, simulating, sintering, sistering, skateboarding, sketching, sliding, slimming, smelling, smiling, soldiering, spilling, splicing, staging, stealing, steaming, stenting, stimulating, storming, strolling, succeeding, sugaring, supping, supplying, surveying, swallowing, synchronizing, tapping, teaming, telephoning, tending, testing, theorizing, transcending, translating, travelling, troping, trusting, twisting, twitching, uncoupling, undermining, unifying, unpicking,</p>	1	0.04	13.42

unsettling, unzipping, upgrading, voicing, volunteering, washing, weathering, weaving, welcoming, whispering, winging, worshipping			
--	--	--	--

Key for Table 5:

N1 – number of GT-groups with the same number of titles

N2 – number of titles within each GT-group

%1 – percentage of each GT-group in relation to the gerund subtitle total (i.e. the figure in calculation 5)

%2 – total percentage in relation to the gerund subtitle total

Table 5

subtitles				
N1	GT-group	N2	%1	%2
1	developing	31	3.62	3.62
2	making, using	30	3.50	7.00
1	understanding	28	3.27	3.27
1	creating	25	2.92	2.92
1	exploring	24	2.80	2.80
1	managing	17	1.98	1.98
1	building	15	1.75	1.75
1	living	11	1.28	1.28
2	getting, learning	10	1.17	2.33
3	delivering, designing, growing	9	1.05	3.15
5	achieving, assessing, discovering, finding, identifying	8	0.93	4.67
4	buying, rethinking, taking, transforming	7	0.82	3.27
7	becoming, breaking, bridging, comparing, constructing, changing, interpreting	6	0.70	4.90
12	analyzing, celebrating, challenging, integrating, introducing, meeting, reading, reclaiming, sharing, surviving, turning, working	5	0.58	7.00
19	applying, bringing, confronting, helping, hunting, implementing, improving, leading, mapping, promoting, realising, redefining, remembering, responding, restoring, solving, tackling, teaching, thinking	4	0.47	8.87
25	coming, coping, crossing, enabling, evaluating, examining, experiencing, exposing, healing, keeping, looking, modelling, negotiating, opening, overcoming, painting, playing, providing, raising, reinventing, representing, searching, supporting, uncovering, writing	3	0.35	8.75
47	adding, balancing, being, blurring, caring, collecting, combating, contesting, cooking, debating, decorating, defending, enhancing, enjoying, escaping, evolving, explaining, fighting, filling, framing, giving, governing, harnessing, choosing, imagining, increasing, investigating, kicking, linking, marketing, mediating, moving, preparing, preventing, protecting, reducing, reforming, reshaping, saving, seeing, setting, shaping, studying, tracing, unlocking, unravelling, walking	2	0.23	10.97
184	adapting, addressing, advancing, advocating, affirming, aligning, anthropologizing, approaching, arbitrating, assembling, attracting, avoiding, battling, beginning, blazing, boxing, broadening, calculating, capitalizing, capturing, cashing, casting, catalysing, clearing, coaching, coding, commemorating, communicating, completing, complying, composing, conceptualizing, connecting, conserving, contemplating, contending, controlling, correcting, cracking, creeping, cultivating, daring, dealing,	1	0.12	21.47

debunking, deciding, deciphering, deconstructing, defining, demystifying, denying, detecting, devising, directing, discerning, disciplining, disguising, diving, doing, drawing, dreaming, educating, embracing, emphasising, encountering, energizing, enlarging, ensuring, envisioning, extending, facing, fashioning, feeling, flying, focusing, forging, forming, gaining, gendering, generating, going, grappling, holding, inspiring, inventing, involving, knowing, letting, leveraging, liberating, lifting, loving, machining, marking, mastering, matching, meddling, mending, monitoring, navigating, nurturing, optimizing, parenting, pausing, performing, piercing, popping, preserving, programming, punishing, putting, questioning, racing, reassessing, reawakening, recapturing, recasting, reconnecting, reconsidering, (re)constructing, rediscovering, re-engineering, re-evaluating, re-figuring, re-forming, regulating, reimagining, reimposing, reinvestigating, relating, releasing, remaking, renegotiating, renewing, reordering, repairing, researching, resisting, retracing, retrieving, retrofitting, returning, reviewing, reviving, reworking, rewriting, riding, running, sailing, situating, slaying, softening, speaking, staging, starving, staying, stopping, straddling, striking, striving, stumbling, succeeding, supervising, tailoring, talking, targeting, terrorizing, testing, theorizing, tracking, training, transcending, translating, traversing, treating, trusting, trying, tuning, unfurling, upholding, valuing, waging, watching, winning, wrestling			
---	--	--	--

A detailed statistical comparison of gerund main titles and subtitles is not intended in the present study. Instead I shall attempt to analyze several essential features, moving from similarities to differences.

Both gerund main titles and gerund subtitles contain a limited number of gerundial heads with relatively high numbers of occurrences and a large number of gerundial heads with 1 to 3 occurrences (see 3.1.2.2 for further explanation).

15 out of the most frequent 30 gerundial heads used in main titles occur also in subtitles. These are: *understanding, making, managing, getting, living, learning, developing, exploring, rethinking, building, designing, growing, using, buying* and *creating*. They display very similar behaviour but their function is different. Instead of introducing the topic and establishing the relationship with the addressee, they rather focus on presenting information concerning the method, approach, etc.; alternatively, they provide a descriptive basis for more metaphorical main titles, cf. the first 5 titles from the GT-groups with the highest number of titles of both main titles (GT-group *understanding*) and subtitles (GT-group *developing*):

1. understanding

*Understanding ADD/ADHD*

*Understanding algebra*

*Understanding and managing customers*

*Understanding and managing diversity*

*Understanding and measuring the shelf-life of food*

*The practical implementation of marine spatial planning : understanding and addressing cumulative effects*

*The dark side of behaviour at work : understanding and avoiding employees leaving, thieving, and deceiving*

*Murder is no accident : understanding and preventing youth violence in America  
...isms : understanding art*

*Market definition : understanding competition law*

## 2. developing

*Developing academic library staff for future success*

*Developing a constitution for Europe*

*Developing a framework for vocational rehabilitation : qualitative research*

*Developing a performance profile for local authority cultural services*

*Developing adoption support and therapy : new approach*

*Levels of corporate globalization : developing a measurement scale for global customer management*

*The counsellor's workbook : developing a personal approach*

*Education development and leadership in higher education : developing an effective institutional strategy*

*What works in probation and youth justice : developing evidence-based practice*

*The bit and the reins : developing good contact and sensitive hands*

The rest of the most frequent 30 gerundial heads used in main titles contains mostly heads that display medium or low frequency in subtitles. 4 gerundial heads occur only once in subtitles: *doing*, *dealing*, *going*, *talking*, and 1 does not occur at all: *measuring*. This is caused by individual differences in the potential to carry the functional load of both parts of the total title. The 15 most frequent heads of main titles and subtitles mentioned above display suitable properties qualifying them for carrying



distinct functions. Generally, the degree of suitability for carrying the functions of both parts of the title is revealed by the equivalent number of occurrences in both main titles and subtitles.

Theoretically, there is a potential in each gerundial head to occur in both main title and subtitle. In practice, only a limited number of gerundial heads fulfils this potential. It is not possible to capture individual differences or determine exact properties of individual heads in the context of this paper. Much depends on the particular context as well as on the intended rhetorical effect. Nevertheless, what seems clear is the fact that the borderline between the gerund main title and the gerund subtitle is very fluent, allowing sufficient degree of liberty for the sender. The chief difference between the two groups resides in the function within the total title structure (see 2.2.2.2), not in the total frequency or numbers of individual gerundial heads.

The last frequential aspect to be mentioned is coordination (see Appendices 2 and 3 for concrete representatives). The BNB total set contains 3 types of gerundial coordination:

1. syndetic or asyndetic coordination of gerundial heads, each having its own complementation, e.g. *Having it all - and making it work : six steps for putting both your career and your family first*, *Changing welfare, changing states : new directions in social policy*;
2. chain of gerundial heads relating to the same complement (or possibly being further modified), e.g. *Choosing and using Green Man Essences*, *Living and working in Spain*;
3. coordination of gerundial heads without further complementation or modification, e.g. *Betting and gaming*, *You & your Audi TT : buying, enjoying, maintaining, modifying*.

Table 6

coordination in main titles			
type	abs.	%	% from gerund main title total
1	6	7.5	0.26
2	61	76.25	2.65
3	13	16.25	0.56
<b>total</b>	<b>80</b>	<b>100</b>	<b>3.47</b>

Table 7

coordination in subtitles			
type	abs.	%	% from gerund subtitle total
1	25	39.06	2.92
2	32	50	3.73
3	7	10.94	0.82
<b>total</b>	<b>64</b>	<b>100</b>	<b>7.47</b>

Tables 6 and 7 reveal two basic differences concerning the coordination in main titles and subtitles:

1. main titles employ mainly type 2 as opposed to the subtitles displaying also types 1 (apart from type 2);
2. coordination is more frequent in subtitles.

Taking into consideration functions of subtitle, it appears that subtitles (generally being more descriptive and/or focused on the method or approach) provide somewhat more suitable functional space for the information presented by coordinated gerunds or gerundial phrases (see also 3.1.3.3 for more detailed discussion concerning the coordination in 30 GT-groups with the highest number of titles).

A related phenomenon is also the gerund (main title – subtitle) pairing mentioned above. Apart from the formal unification of both parts of the title, which greatly strengthens their mutual relationship, there are semantic relations between the members of the gerundial pair. Each of these relations is a part of the persuasive strategy used in the whole title structure and has an impact on its communicative effect. The two basic relations used are the following:

1. *aim ↔ means* relation:

*Achieving a sustainable global energy system : identifying possibilities using long-term energy scenarios*

*Awakening your psychic skills : using intuition to guide your life*

*Making the UK safer : detecting and decontaminating chemical and biological agents*

2. semantic narrowing (descriptive reformulation):

*Assessing students' written work : marking essays and reports*

*Daring to be different : being a faith family in a secular world*

*Weaving it together : connecting reading and writing. Book 1*

There are also other relations, cf. the *means* ↔ *aim* relation (reversed 1):

*Starting a digitisation center : preserving the past, present and future*

or the *topic* ↔ *part* relation:

*Getting started in farm management accounting. Part 1 : Using the farm accounts to point the way*

*Getting started in farm management accounting. Part 2 : Mapping out a farming future*

### 3.1.2.2 Symptomatic tendencies and their possible causes

Gerund titles from the BNB total set exhibit several basic tendencies:

1. relatively high percentage of gerund titles within the title typology (in comparison with other non-NP titles) – this is connected with:

a) linguistic reasons

Gerund titles are less nominal (due to the verbal force displayed by the gerundial heads), which brings the block language closer to the structure of speech. They are readable, exhibiting a logical sequence of information. They do not contain words with low information value such as articles or prepositions. What the addressee is confronted with is only the keyword and additional relevant information. It seems to be a very efficient way of providing extra information without introducing unnecessary words or inhibiting the clear structure of the title through nominal constructions.

The universal usability of the *-ing* suffix is another reason for its frequent employment. The verbal nature of gerunds allows them to present action simultaneously with the content of the text.

b) pragmatic reasons

They suggest to the addressee that by actually reading the text, s/he will be actively performing a particular activity discussed by this text, e.g. by reading *Learning SQL*, s/he will be engaged in the task of learning. An alternative title *How to learn SQL* suggests that the addressee will find out how to do the task but will not necessarily be active in doing it.

It appears to be a marketing strategy to make addressees feel that they are actively taking part in something, rather than just reading about it. Therefore *-ing* titles

tend to be used when there is a need to draw the addressee into the experience, creating closeness between the author and the reader (in both practical and academic texts).

Caroline Wintersgill (Senior Commissioning Editor, Ashgate Publishing) focuses on the pragmatic aspect of gerund titles and argues that:

“Gerund titles are thought to make the book sound more approachable. In the case of practical books there is a sense of offering the reader friendly guidance rather than talking over his or her head. In the case of academic books it makes them sound less esoteric, and usually shortens the title too, which tends to make it more memorable.” (source: her e-mail from August 2, 2005; see Appendix 7 for the whole e-mail)

Describing his own practice, Andrew McAleer (Senior Commissioning Editor for Education and Psychology, Blackwell) stresses, apart from other relevant aspects, the comprehensiveness of gerund titles:

“[T]here are useful gerund words that crop up a lot, such as Understanding, Researching, Doing, Studying, Working that we use a lot as they suggest comprehensiveness, i.e. 'Understanding X' suggests you will gain everything you need to know to understand X from this book, and it's less clunky than something like 'How to understand X'. 'Studying' implies that it covers all you need for your study, 'working with' and 'doing' are used where we want to convey that the book is practical and gives an applied, hands-on approach.” (source: his e-mail from July 28, 2005; see Appendix 7 for the whole e-mail)

They are viewed by native speakers<sup>28</sup> as more “modern” sounding, providing the text with an “exciting” introduction, as opposed to more nominal (traditional) alternatives, which are perceived as lapidary and forbidding, cf. *Exploring Shakespeare* or *Studying Shakespeare* vs. *The study of Shakespeare*.

---

<sup>28</sup> The claim is based on discussions with several native speakers (both English and American): Amanda Franklin, Joanna Coleman, Damian Odess-Gillett, Christopher Cole. As a non-native speaker, I interviewed them to obtain their (i.e. native speakers’) perceptions of this title type.

Let us now consider several alternative titles to show the position of gerund titles in comparison with very similar contemporary title structures:<sup>29</sup>

<i>Mastering e-business</i>	the title suggests performing the activity
<i>How to master e-business</i>	the title suggests a description of how to do the activity but implies a passive involvement
<i>A guide to e-business</i>	the title suggests that it will show the addressee the direction of a similar kind as explaining how to get to a location – the addressee is not involved directly and has to apply the knowledge afterwards
<i>A guide to mastering e-business</i>	the title suggests that the addressee will be helped and directed to be actively involved in the activity

The basic opposition between active involvement and passive reception can be also seen in other linguistic realizations of instructional title structures:

<i>Keeping fit</i>	the title suggests an active participation
<i>99 ways to keep fit</i>	the title suggests information presented as options with no personal involvement needed
<i>Do you want to keep fit?</i>	the title suggests that it will give reasons why as well as how to “keep fit”, but does not create a feeling of active involvement

With an animate object there is further personal level present:

<i>Introducing Jung</i>	the title suggests that someone is introducing the person to the addressee
<i>An introduction to Jung</i>	the title suggests information presented in a passive way with no personal involvement

In some nouns with an equivalent semantic content as the gerund, the semantic-pragmatic change is even more significant:

<i>Living with nature</i>	the title suggests an active state
<i>Life with nature</i>	the title suggests a passive description

<sup>29</sup> Only the gerund titles are original. The alternative structures were created using the contemporary models provided by the BNB and the collection of the National Library of the Czech Republic. The interpretations are particularly inspired by a discussion with Amanda Franklin.

There are many other possible titles that could be used to show other subtle differences but generally it seems clear that the basic function of gerund titles is to express an active participation or involvement and close connection between the sender and the addressee (both aspects are connected with the phatic function of the title) as opposed to the passive reception, external help and descriptivity.

Another aspect falling within the pragmatic reasons is the importance of clear identification of the desired information by the end user during searches in electronic catalogues, on the internet, etc. Due to the immense spread of search engines within contemporary society, this is not a negligible aspect of their motivation. The structure of the gerund titles generally facilitates fast finding and distinguishing of topical<sup>30</sup> as well as additional information (i.e. information beyond topicality), hence a clear and fast evaluation of the information presented by the text itself. Using the frame presented by Montes-y-Gómez, Gelbukh and López-López (1999), these are two different levels of document representation: keyword representation and semantic representation of document intentions. Seen from this perspective, gerund titles, apart from the topical centre, contain also clear indications about what the texts that they represent do or intend to do.

2. relatively high numbers of titles displayed by *understanding*-group, *making*-group and *managing*-group (i.e. 3 GT-groups with the highest number of titles) in comparison with other GT-groups in the BNB total set

Generally, all three gerundial heads (*understanding*, *making* and *managing*) exhibit high collocability (linguistic factor) and satisfy necessary conditions to be used in the titles (marketing factor). On a more concrete level, there seem to be differences in terms of the motivation in each case.

The *understanding*-group displays syntactic-semantic unity in all titles. It operates as the VO type only, all gerundial heads falling within the semantic category of cognition. Apart from the reasons mentioned in the first paragraph, it provides a very clear indication of the genre (instructional text), promising also grasping of or insight into the discussed issue. It can function as a series title, unifying the publications that fall within a certain group (cf. the books published by Cavendish, London, 2004:

---

<sup>30</sup> If not stated otherwise, what is discussed in this paper is the textual topic, not the FSP structure.

*Understanding equity & trusts law* by Alastair Hudson; *Understanding family law* by M.E. Rodgers; *Understanding international trade law* by Simone Schnitzer; *Understanding medical law* by Brendan Greene). Moreover, it exhibits wide stylistic flexibility, so it can be used in various contexts without an undesirable effect on the text as regards its content or degree of formality. It appears that the syntagma “*understanding* + complementation” can even be viewed as becoming a cliché. Seen from this perspective, this type forms an alternative way of providing additional information concerning the genre, approach to the topic or specification of the scope.

Let us present some other significant ways of introducing this kind of information in both main titles and subtitles:

guide (to) <sup>31</sup>	<i>The complete guide to rope techniques</i> <i>Actor's guide to auditions &amp; interviews</i> <i>The photographer's guide to filters</i> <i>The horse owner's essential survival guide</i>
handbook (of)	<i>Illustrated handbook of garden techniques</i> <i>Handbook of cell signalling</i> <i>The primary physical education handbook</i>
how to	<i>How to be a sex goddess : unleash the power within</i> <i>How to buy a house</i>
manual	<i>Boatowner's wiring manual</i> <i>The carriage clock : a repair and restoration manual</i>
introduction (to)	<i>An introduction to applied cognitive psychology</i> <i>Ulrich Beck : a critical introduction to the risk society</i> <i>Sociology : a short introduction</i>
essential	<i>Essential electronics</i> <i>Essential Germany, 1918-1945 : a study in depth</i>
essentials of	<i>Essentials of airway management</i> <i>Essentials of paediatric intensive care</i>
all about	<i>All about Jesus</i> <i>All about trains</i>
all you need to know about	<i>All you need to know about babies</i> <i>All you need to know about dinosaurs</i>
everything you need to know about	<i>Pretty much everything you need to know about working with 8-10s</i> <i>Everything you need to know about playing the guitar</i>
ABC of	<i>ABC of interventional cardiology</i>

<sup>31</sup> note: The construction *guide (to)* is the most frequent genre indicator to be used; apart from the fact that it displays very extensive collocability with a wide range of premodifiers and determiners, thus providing additional specific information such as the scope or addressee of the text, it frequently combines with gerund clauses in both main titles and subtitles, cf. *The complete guide to buying property in Spain*, *An actor's guide to getting work*, *The gardener's guide to growing orchids*, *A guide to understanding the law of contract : a comprehensive guide to contract law*, *Citibank's guide to building personal wealth : essential information for the Asia Pacific investor*, *Storybook cakes : a step-by-step guide to creating enchanting novelty cakes*, *Learning on the net : a practical guide to enhancing learning in primary classrooms*, *Saxophone & clarinet : an easy guide to reading music, playing your first piece, enjoying the instrument*, *Total piano tutor : the ultimate guide to learning and mastering the piano*, *For Tibet, with love : a beginner's guide to changing the world*, *Philosophy : the illustrated guide to understanding and using philosophy today*, etc.

	<i>ABC of resuscitation</i>
A-Z (of)	<i>The A-Z guide to modern British history</i> <i>A-Z of emergency radiology</i>
atlas of	<i>An atlas of chronic obstructive pulmonary disease, COPD</i> <i>An atlas of differential diagnosis in HIV disease</i>
dictionary of	<i>Dictionary of computing</i> <i>Dictionary of cookery</i>
book of	<i>The Bloomsbury book of the mind : from Plato to Proust, from Shakespeare to Sigmund Freud</i> <i>Book of plants &amp; symbols</i>
for dummies	<i>Public speaking for dummies</i> <i>Windows XP gigabook for dummies</i>
for beginners	<i>Knitting for beginners</i> <i>Babies for beginners</i>
art of	<i>The way of the dog : the art of making success inevitable</i> <i>Origami : the art of paper folding</i>
the best of	<i>The best of Brussels</i> <i>The best of Prague</i>
numerals	<i>50 ways to read your lover : secret strategies that reveal the real him</i> <i>100 great breads</i> <i>101 things to do before you die</i> <i>500 tattoo designs</i> <i>1000 things you should know about sport</i>

The *making*-group is characterized by a complex syntactic-semantic behaviour. It operates as several syntactic types, each of them displaying a significant frequency:

- a) as the VO type, e.g. *Making a book, Making and manipulating marionettes*;
- b) as the VOC type, e.g. *Making breastfeeding a reality : sharing good practice and strategies that work, Making death thinkable*;
- c) as the VO type with the copular verb and the object-type complement, e.g. *Making the ask, Making the big leap : learn to be your own life coach*;
- d) in idiomatic structures, e.g. *Making friends with Hitler : Lord Londonderry and Britain's road to war, Making sense of grammar*.

The verb *make*, forming the base of the gerundial head *making*, functions as a copular verb (with object-type complementation) and as a lexical verb (falling within two semantic classes: control and creation).

This complex behaviour significantly enhances the frequency of the gerundial head *making*. Moreover, based on its stylistic properties and generally high frequency, it brings the titles closer to the spoken discourse.

The *managing*-group, virtually operating as the VO type only, is much closer to the *understanding*-group. It is based on the semantic-pragmatic category of control and its wide scope. This category is fully employed as a part of the overall persuasive



marketing strategy, cf. *Managing a diverse workforce*, *Managing a quality service*, *Managing and maintaining a Microsoft Windows Server 2003 environment*, *Managing bipolar affective disorder*. What is thus in the centre, apart from the high collocability of this lexical unit (as mentioned at the beginning of this part), is the social-marketing motivation of the title structure.

3. small number of gerundial heads displaying significant frequencies against a high number of gerundial heads having only 1 occurrence

This finding can be observed in both main titles and subtitles (see 3.1.2.1) and it clearly shows that there is a tendency to use the gerund title as a structural type, not only employ several gerundial heads in the same way as the formulae mentioned above (*guide to*, *introduction to*, *all about*, etc.). The linguistic base for this tendency is an extremely high productivity of the *-ing* suffix in present-day English.

4. high number of GT-groups based on gerundial heads with the *re-* prefix

There are 29 GT-groups based on the gerundial heads in which the stressed prefix *re-* with the semantics of “again or anew” is used:<sup>32</sup>

*reanimating*, *reassessing*, *rebuilding*, *reconceiving*, *reconceptualizing*, *reconfiguring*, *reconsidering*, *redefining* (2), *rediscovering*, *reengineering*, *re-energising*, *re-examining*, *refashioning*, *refiguring*, *reframing*, *regrowing*, *reinventing* (3), *relocating* (2), *remaking* (2), *remapping*, *remediating*, *renewing* (2), *reshaping*, *restating*, *retaking*, *retelling*, *rethinking* (29), *reworking* (2), *rewriting*.

The high number of such GT-groups is motivated by several interconnected facts: it is a frequent property of texts to deal with issues that have been discussed earlier. If it is felt necessary to reflect this aspect in the title, the English verbal system provides very flexible means of expression. Gerund titles, as forms displaying both nominal and verbal characteristics, allow efficient linguistic representation, suitable for titles.

---

<sup>32</sup> Apart from these GT-groups, there are GT-groups with gerundial heads formed from lexicalized verbs: *reclaiming* (3), *recognizing*, *recollecting*, *recovering*, *recruiting*, *redressing*, *reducing*, *refactoring*, *reflecting*, *reforming* (4), *regarding*, *regulating* (6), *releasing*, *remembering* (3), *rendering* (2), *repairing* (4), *reporting* (4), *representing* (3), *reproducing*, *researching* (6), *resisting*, *resolving* (2), *responding* (4), *restoring* (2), *restructuring* (2), *resurrecting*, *retailing*, *retiring*, *retrieving*, *returning*, *revealing*, *reviving* (2). The figure in brackets indicates the number of titles within the GT-group if it is higher than one.

### 3.1.3 Syntactic characteristics of 30 GT-groups with the highest number of titles

#### 3.1.3.1 Syntactic types

In order to cover individual differences of concrete structures, 8 basic structural categories were used, depending on the represented syntactic patterns as well as on the presence of optional adverbials in gerund titles without complementation:

- a) intransitive predication with an obligatory adverbial, e.g. *Living in the mountains*;
- b) monotransitive predication, e.g. *Understanding property law*;
- c) complex transitive predication (type VOC), e.g. *Making death thinkable*;
- d) complex transitive predication (type VOA), e.g. *Getting more pupils to level 5 in science*;
- e) ditransitive predication, e.g. *Teaching mathematics to deaf children*;
- f) verbonominal predication, e.g. *Getting rich your own way : ...*;<sup>33</sup>
- g) gerundial head (without any complementation) accompanied by one or more optional adverbials, e.g. *Designing with solar power : ...*;
- h) gerundial head alone or in coordination (without any complementation or optional adverbials), e.g. *Growing, Growing and changing*.

Table 8 summarizes all structural categories as well as their frequency data (see CD Appendix 5 for the syntactic characterization).

Key:

VA – structures displaying intransitive predication with an obligatory adverbial

VO – structures displaying monotransitive predication

VOC – structures displaying complex transitive predication, type VOC

VOA – structures displaying complex transitive predication, type VOA

VOO – structures displaying ditransitive predication

COP – structures displaying verbonominal predication

NOCOMPopt – gerundial heads (without any complementation) accompanied by one or more optional adverbials

NOCOMP – gerundial heads alone or in coordination (without any complementation or optional adverbials)

---

<sup>33</sup> In this part, where only main titles are dealt with, subtitles are omitted to enable clearer demonstrations.

Table 8

GT-group	VA abs.	VO abs.	VOC abs.	VOA abs.	VOO abs.	COP abs.	NOCOMPopt abs.	NOCOMP abs.	
building	-	22	-	-	-	-	1	-	
buying	-	16	-	-	-	-	1	-	
coping	-	16	-	-	-	-	-	-	
creating	-	17	-	-	-	-	-	-	
dealing	-	16	-	-	-	-	-	-	
designing	-	20	-	-	-	-	2	-	
developing	-	35	-	-	-	-	1	-	
doing	-	28	-	-	-	-	-	-	
exploring	-	36	-	-	-	-	-	-	
getting	11	11	9	2	-	10	3	1	
going	12	1	-	-	-	2	6	3	
growing	-	6	-	-	-	5	6	4	
improving	-	16	-	-	-	-	-	-	
learning	-	31	-	-	-	-	12	-	
living	34	12	-	-	-	-	-	1	
looking	-	13	-	-	-	-	4	-	
making	-	55	30	-	1	-	-	-	
managing	-	80	-	-	-	-	2	-	
measuring	-	20	-	-	-	-	-	-	
modelling	-	23	-	-	-	-	1	1	
reading	-	19	-	-	-	-	-	-	
rethinking	-	29	-	-	-	-	-	-	
talking	-	11	-	-	4	-	-	-	
teaching	-	25	-	-	3	-	-	-	
thinking	-	12	-	-	-	-	3	1	
understanding	-	118	-	-	-	-	-	-	
using	-	18	1	-	-	-	-	-	
walking	-	15	-	-	-	-	10	1	
working	-	24	-	-	-	-	19	2	
writing	-	23	-	-	-	-	5	-	
total	982	57	768	40	2	8	17	76	14
%	100	5.80	78.20	4.07	0.20	0.81	1.73	7.74	1.43

It is clear that the dominant syntactic type is the VO type (monotransitive predication), which is determined by the valency of the recorded verbs. There are only several exceptions (GT-groups) where other syntactic types display significant frequencies (particularly *getting*, *going*, *living*, *making*) and there is no GT-group in the analyzed 30 GT-groups that does not contain at least one VO representative. The *getting*-group displays the most heterogenous structure, which is caused by the syntactic-semantic properties of the verb *get* forming the base of the gerund.

Some GT-groups are primarily characterized by intransitive properties (based on their verbs), but even these groups display ambivalent behaviour in terms of their transitivity, operating also as the VO type (*living, walking*).

Generally, the fact that the dominant syntactic type is the VO type appears to be directly connected with the main communicative goals of the gerund title type and the linguistic structuralization of communicative components that it presents. The central syntagma “gerund + complementation”, as a linguistic representation, virtually reflects the division into (a) approach-type information and (b) keyword-type information, cf.

(a) *Building* + (b) *learning communities*;

(a) *Coping with* + (b) *depression*;

(a) *Developing* + (b) *hospitality properties and facilities*.

This division becomes even more noticeable when the complementation is realized by noun phrases of fixed or terminological character, cf.

(a) *Exploring* + (b) *corporate strategy*;

(a) *Managing* + (b) *the British Empire : ...*;

(a) *Understanding* + (b) *non-Hodgkin's lymphomas*.

This syntagma is often further modified by an adverbial providing additional information of various kinds:

*Creating e-portfolios using PowerPoint : ...* (instrument);

*Designing security for a Microsoft Windows Server 2003 network* (purpose);

*Doing therapy briefly* (manner);

*Getting a job in Australia : ...* (place);

*Learning about teaching from teachers : ...* (source), etc.

The central syntactic type is then the VO structure, either accompanied by adverbials or just by itself. Virtually the same information structure can be observed in the VO type with the transitive copula. The chief difference resides in the fact that within the VO type with the transitive copula the gerundial head and its complementation form one semantic unit, cf. *Doing educational research : ...*, *Doing prison work : ...*, *Making the ask*. The surface structure (VO) allows to place the emphasis on the keyword component (constructed as the object); moreover, if necessary, premodification can be included. The main function of the (semantically very general) gerundial heads in this type is to introduce the object, i.e. the component

carrying the main information. Other syntactic types display more or less different structuring of information or they have different communicative purposes.

The VOO<sup>34</sup> type is structurally very close to the VO type, the main difference residing in including an additional semantic role – recipient.

Titles displaying verbonominal predication are characterized by different structural relations and generally higher mutual dependence of its components. As regards the information division, there are two types: (a) structures with an emphasis on the attribute – they resemble the VO type, cf. *Going Buddhist : ...*, *Going virtual : ...*, *Growing leaders : ...* (= Developing into leaders), *Growing public : ...*; (b) structures containing adverbials – they are closer to the VA type (see below), cf. *Getting married abroad : ...*, *Getting started in Java*; *Getting rich your own way : ...*, *Growing older in Europe*.

The VOC type is dominated by a very distinct coercive level, pushing aside the keyword-type components. The controlling activity contained by the title together with the rhematic peak (represented by the object complement) typically create a dynamic appeal directed at the addressee, cf. *Getting business moving : ...*, *Getting colour right : ...*, *Getting the buggers to write 2*, *Making breastfeeding a reality : ...*, *Making common sense common practice : ...*, *Making community participation meaningful : ...*, *Making death thinkable*, *Making divorce work : ...*, *Making it happen : ...*. The VOA type, a very marginal type in the analyzed set, is based on connecting its components to form one unit, not on dividing them into approach-type and keyword-type information, cf. *Getting more pupils to level 5 in science : ...*.

The VA type and the NOCOMPopt type (i.e. the type based on gerundial heads without any complementation accompanied by one or more optional adverbials) represent structural models with somewhat different functional relations of the given components than the VO type. This difference is connected with a more or less distinct structuring of information (based on the nature of the intransitive predication and different functions of adverbials in these types). The analyzed titles appear to display greater emphasis on the process realized by the gerundial head, which thus acquires properties of the keyword-type rather than non-keyword-type information. Generally, in

---

<sup>34</sup> In the present paper, also structures where only the indirect object is explicitly expressed and the direct object is merely implied are classified as the VOO type, cf. *Talking to the audience : ...*, *Talking to tweenies : ...* (= talking to sb. about sth.).

comparison with the VO type, these types seem to be limited as regards their semantic scope, cf. *Getting into law*, *Going to live in New Zealand*, *Going to the doctor*, *Living and working in Spain*; *Building on brownfield sites : ...*, *Buying for business : ...*, *Designing for accessibility*, *Growing together in Christ*, *Learning online : ...*, *Thinking geographically : ....*

The NOCOMP type (based on both single-word verbs and multiple-word verbs) represent a rather distinct group. It is not possible to speak about information division here. Gerundial heads themselves represent textual topic centres, thus being functionally closer to noun phrase titles even though still expressing process and implying verbal complementation and modification. It is possible to speak of their grammatical as well as semantic(-pragmatic) self-sufficiency: some titles lack further complementation since both the syntactic-semantic properties of the verb as well as its ambivalent nature in terms of transitivity and the fact that block language allows a certain degree of loosening of grammatical rules co-create suitable conditions for not including additional elements; moreover, necessary information can be supplied by the subtitle, the cover of the publication, etc., cf. *Growing*, *Walking*, *Getting around*, *No going back : ...*, *Going up! : ...*, *Growing up : ....* It is symptomatic that they occur in coordination, cf. *Living and eating*, *Thinking and feeling*. Two cases display functional division into main title and subtitle, cf. *Working and living : France*, *Working and living : Spain*. Generally, based on their percentage, they do not represent a significant type, which seems to be caused by the lack of their informativeness and subsequent necessary dependence on subtitles or other supportive means.

Comparing the frequencies of the VO type with the types not displaying transitive predication, it appears that intransitive verbs do not possess as significant functional potential as the transitive verbs and that they represent a rather peripheral sphere.

### 3.1.3.2 Elements relating to the whole gerund title

Apart from standard gerund titles, there is a limited amount of title structures containing elements that relate to the title as a whole. There are two types of these elements, depending on their syntactic function:

1. determiners

The analyzed set contains examples with the name of the author or publisher:

*David Bellamy's developing your watercolours;*  
*Tolley's managing e-mail and Internet use.*<sup>35</sup>

Syntactically, the gerund titles behave as noun phrases in these cases. Their verbal force is lowered and, instead, their naming function is brought to the fore. The mentioned determiners occur normally with noun phrases in the BNB total set, cf.

*David Bellamy's watercolour landscape course, David Bellamy's Pembrokeshire;*  
*Tolley's insurance handbook, Tolley's tax planning for farm and land diversification, Tolley's estate planning 2003-04, Tolley's pensions transfers and winding-up.*

This practice is obviously a part of branding so this syntactic phenomenon is virtually marketing-driven.

2. postmodifiers

The set contains some instances with further specification of the target addressee:

*Buying a home in France for dummies, Buying and selling a home for dummies,*  
*Teaching kids to read for dummies;*  
*Looking after your computer for the older generation;*  
*Modelling and acting for kids.*

This type is the most noticeable if there is a complemented gerund clause such as *Teaching kids to read for dummies*, or even with a possessive pronoun, cf. *Looking after your computer for the older generation*, where the whole gerund clause is treated as one nominalized unit. The motivation is again marketing-driven but here the focus is not on the producer but on the target customer.

Therefore, viewed from this perspective, the nominalization in both cases is a result of perceiving the gerund structure as a mere label for the product/service.

---

<sup>35</sup> Apart from 30 GT-groups with the highest number of titles, there are also other examples of this practice, cf., e.g., the regular use of this kind of determination in gerund titles by the publishing house Usborne: *Usborne starting ballet, Usborne starting cooking, Usborne starting fishing, Usborne starting soccer.*

### 3.1.3.3 Coordination

There are 3 types of coordination present in the analyzed set of titles, each having distinct functions:

1. gerundial coordination

a) syndetic or asyndetic coordination of gerundial heads, each having its own complementation

There is a difference between the syndetic and asyndetic types. The syndetic type is characterized by a tendency to specify the content of the book in a straightforward, linear manner through the presentation of two successive actions, cf. *Designing experiments and analyzing data : ...*, *Improving behaviour and raising self-esteem : ...*, *Writing bids and funding applications*. The asyndetic type, on the other hand, is typically based on formal plays on components of the title or repetition, which emphasizes also the non-informative functions of the title, cf. *Managing change / changing managers*, *Thinking careers, talking careers : ...*, *Writing woman, writing place : ...*. There is only one exception when the asyndetic coordination is closer to the syndetic coordination, cf. *Writing your C.V., conducting a successful interview*.

b) chain of gerundial heads relating to the same complement or adverbial

Unlike type a) with syndetic coordination, they provide further specification of the content of the text through the narrowing of the approach to the topic (using the inclusion of another action). This type is typically based on:

- i. semantic relations such as antonymy, synonymy or lexical fields of creation, examination or control, e.g. *Buying and selling a home for dummies*, *Designing and creating water gardens*, *Managing and maintaining a Microsoft Windows Server 2003 environment*, *Measuring and comparing world cities*, *Writing and illustrating the graphic novel : ...*;
- ii. sequential relations, e.g. *Buying and renovating a property in France*, *Making and manipulating marionettes*, *Understanding and treating the fear of pain*, *Understanding, preventing and overcoming osteoporosis*.



Both structural principles (particularly ii.) are very useful persuasive strategies, creating an effect of practical coverage of the topic in question, which can be also seen in its frequency in comparison with other types (see Table 9 below).

Coordination is frequently used in series covering certain topics, cf.:

<b>coordinated heads</b>	<b>examples</b>
Buying and selling	<i>Buying and selling a home for dummies</i> <i>Buying &amp; selling antiques : ...</i> <i>Buying &amp; selling your house</i>
Developing and managing	<i>Developing and managing portfolios : ...</i> <i>Developing and managing talent</i>
Living and working	<i>Living &amp; working in America : ...</i> <i>Living &amp; working in France = Chez vous en France</i> <i>Living and working in France 2005 : ...</i> <i>Living and working in Hong Kong : ...</i> <i>Living and working in Spain</i> <i>Living and working in the European Union</i>
Reading and understanding	<i>Reading and understanding annual reports : ...</i> <i>Reading and understanding research</i>
Teaching and learning	<i>Teaching and learning algebra</i> <i>Teaching and learning a second language : ...</i> <i>Teaching and learning communication skills in medicine</i> <i>Teaching and learning design and technology : ...</i> <i>Teaching and learning English : ...</i> <i>Teaching and learning English literature</i> <i>Teaching and learning history</i>
Understanding and managing	<i>Understanding and managing customers</i> <i>Understanding and managing diversity</i>
Understanding, preventing and overcoming	<i>Understanding, preventing and overcoming osteoporosis</i> <i>Understanding, preventing and overcoming prostate cancer</i>

c) coordination of gerundial heads without further complementation or modification

This type represents direct coordination of keywords rather than components carrying additional information. It seems relatively rare: there are only 5 examples but 2 of them are very close to type b) since their subtitles operate as locative adverbials, i.e. the subtitles are formally on a different naming level (inferior) but functionally co-forming unified wholes with the main titles, cf. *Working and living : France*, *Working and living : Spain*. The other instances are as follows: *Growing and changing*, *Living and eating* and *Thinking and feeling*.

Table 9 contains a comparison of the above mentioned types of gerundial coordination:

Table 9

gerundial coordination		
type	abs.	%
a (syndetic)	3	6
a (asyndetic)	4	8
b	38	76
c	5	10
<b>total</b>	<b>50</b>	<b>100</b>

## 2. object coordination

The main function of this type of coordination resides in the explicit widening of the keyword part. The relations of the coordinated components are based on lexical fields imposed by the topic of the text and directly connected with the semantic content of the gerundial head, e.g. business: *Buying private companies and business assets*, *Managing financial difficulties and insolvency in charities*, plants: *Growing fruit & vegetables on a bed system without using chemicals*, *Growing shoots, peas and beans*, health: *Understanding headaches and migraines*, *Understanding human anatomy and physiology*, *Understanding leukaemia and lymphoma*, only exceptionally on semantic relations, cf. *Rethinking the rise and fall of apartheid* : ....

## 3. combination of gerundial and object coordination

This type does not seem to be ideal stylistically since two syndetic coordinations placed side by side inhibit clarity, or even create a potential for ambiguity. There is only one instance in the analyzed set: *Teaching and learning design and technology* : ....

### 3.1.4 Semantic characteristics of 30 GT-groups with the highest number of titles<sup>36</sup>

#### 3.1.4.1 Semantic classes of verbs

There are two syntactic-semantic types of verbs present in the analyzed set of GT-groups: copular verbs and lexical verbs. The first type contains two subtypes, depending on their syntactic properties: 1. intransitive copulas and 2. transitive copulas with object-type complementation. From a semantic perspective, the former express change or progress and the latter imply performance or creation (in a very general way).

<sup>36</sup> See CD Appendix 5 for the semantic characterization.

Table 10 provides an overview of the copular predication, including the concrete gerundial heads represented in the analyzed set and the percentage<sup>37</sup> of each subtype:

Table 10

<b>copular predication</b>				
<b>syntactic-semantic types of copular verbs</b>		<b>gerundial heads in the analyzed set</b>	<b>abs.</b>	<b>%</b>
1	intransitive copulas	getting, going, growing	31	3.16
2	transitive copulas with object-type complementation	doing, making	24	2.44
<b>total</b>			55	5.60

The second type (lexical verbs) exhibits a more complex structure, containing 12 semantic classes with some further differentiation:

Table 11

<b>non-copular predication</b>				
<b>semantic classes of verbs</b>		<b>gerundial heads in the analyzed set</b>	<b>abs.</b>	<b>%</b>
1	cognition	learning, rethinking, thinking, understanding	207	21.08
2	creation	building, creating, designing, developing, growing, making, modelling, writing	193	19.65
3	movement	getting, going, walking	49	4.99
4	control	coping, dealing, getting, looking after, making, managing, teaching, using, working	233	23.73
5	obtaining	buying, getting	23	2.34
6	performance	doing, going, working	45	4.58
7	experience	living	12	1.22
8	perception	looking at/forward/up, reading	28	2.85
9	existence	living	35	3.56
10	progressiveness	developing, going up, growing (up), improving	28	2.85
11	examination	exploring, looking for, measuring	59	6.01
12	communication	talking	15	1.53
<b>total</b>			927	94.40

It is obvious that the individual groups are not homogeneous but display further differentiation. Tables 12-14 present classes with the most significant inner differences:

Table 12

<b>verbs of control</b>	
a) emphasis on completeness	coping, dealing, looking after, managing, working
b) emphasis on enforcement	getting, making
c) emphasis on manipulation	using
d) emphasis on instructing	teaching

<sup>37</sup> The percentage is counted in relation to the total number of gerundial heads in the analyzed set of 30 GT-groups with the highest number of titles, i.e. 982 items.

Table 13

verbs of creation	
a) specific	growing, writing
b) general	building, creating, designing, developing, doing, making, modelling

Table 14

verbs of examination	
a) emphasis on the object itself	exploring, measuring
b) emphasis on the presumed area of the object	looking for

Taking into consideration the numbers of occurrences within individual semantic classes (greatly determined by the number of occurrences of some very frequent heads, e.g. *understanding* within the class of cognition or *managing* within the class of control) and the number of gerundial heads falling within each class, the most significant are the classes of control, cognition and creation. This is a symptomatic finding since it shows the hierarchy of certain semantic areas within the system of gerundial heads (i.e. the position of activities chosen to be present in the text frame components), thus capturing the approaches used in the texts themselves. It also reveals a part of the motivation behind the use of gerund titles: gerunds falling within certain semantic classes representing the most “useful” actions are more likely to display higher frequencies.

### 3.1.4.2 Semantic roles of the gerund-clause elements

This section focuses on the semantic roles of direct objects and adverbials, also discussing the implied roles of subject. The semantic roles of objects are closely connected with the semantic classes of verbs. Table 15 summarizes the semantic roles of direct objects and their frequencies in the analyzed set of GT-groups.

Table 15

semantic roles of direct objects		abs.	%
1	affected	583	71.62
2	locative	15	1.84
3	cognate	2	0.25
4	resultant	183	22.48
5	eventive	11	1.35
6	instrumental	20	2.46
<b>total</b>		<b>814</b>	<b>100</b>

The affected object is highly universal, hence its dominant position in the system of objects. What seems to be more revealing about the nature of gerund titles is a relatively high number of resultant objects, which more directly shows the importance of this semantic category in the semantic structure of gerund titles as a whole (see also the class of creation within the system of gerundial heads in Table 11).

The semantic roles of adverbials are shown in table 16:

Table 16

semantic roles of adverbials		abs.	%
1	adjunct of place	166	53.55
2	adjunct of time	17	5.48
3	adjunct of reason and purpose	33	10.65
4	adjunct of means and instrument	25	8.06
5	adjunct of accompanying circumstances	46	14.84
6	adjunct of source and origin	6	1.94
7	adjunct of effect	2	0.65
8	adjunct of manner	14	4.55
9	adjunct of respect	1	0.32
<b>total</b>		<b>310</b>	<b>100</b>

In comparison with objects, adverbials are less dependent on the semantics of the verb. Using the findings on the semantics of adverbials, it is clear that localization is the dominant adverbial modification contained in the analyzed structures. It is spread over the whole spectrum of gerund clauses, dominating in the VA type. The rest of adverbials can also be found more or less across the whole range of the analyzed gerund titles.

Both objects and adverbials are clause elements that are explicitly realized here. However, it is also necessary to devote some attention to the implied subjects of the gerunds. Using the results revealed by the analysis of the verbal semantics, it can be said that there are 2 dominant semantic roles of the subject:

1. agentive – this is the typical role, implied by most gerund clauses and stressed particularly in the structures expressing control, creation and examination;
2. recipient – this role is implied only in two semantic types of gerund clauses (obtaining and cognition) and in both cases only partly; within the group of gerund clauses of obtaining it is only the subgroup of *getting*-clauses and within the group of gerund clauses of cognition it is primarily the subgroup of *understanding*-clauses and partly also *learning*-clauses.

The gerund clauses of experience seem the most problematic since the analyzed titles sometimes do not provide sufficient amount of information concerning the volition or intentionality present in the actions. However, generally all appear to present some amount of volition (particularly the instructional texts) so they were classified as agentive,<sup>38</sup> cf. *Living love : restoring hope in the church*, *Living the creative life : 10 steps to success in your life and career*, *Living with autism*, *Living history*.

To conclude the semantic analysis of gerund titles, using the findings from the part devoted to the semantic classes of verbs as well as this part, it can be said that from the semantic point of view, the most frequent structures are based on an active and dynamic approach to reality (control, creation, examination, cognition emphasizing effort, movement, progressiveness). Further relevant relations concerning this aspect are shown particularly in 3.1.2.2, 3.1.4.3 and 3.2.2).

### 3.1.4.3 Semantic scope of 30 most frequent gerundial heads

The analyzed most frequent gerundial heads are generally based on polysemous verbs, each displaying different number of senses in which they are used. There are two basic groups of heads: heads used in one sense only (see Table 17) and heads used in more senses (see Table 18):<sup>39</sup>

Table 17

heads used in one sense only	
head	sense and example(s)
buying	to purchase, to procure by means of money or something paid as a price: <i>Buying a property abroad</i>
coping	to deal (with), manage successfully: <i>Coping with depression</i>
creating	to make sth. happen or exist: <i>Creating positive classrooms</i>
dealing	to solve a problem, carry out a task, to handle: <i>Dealing with homelessness</i>
improving	to make better: <i>Improving secondary science teaching</i>
rethinking	to reconsider and take an alternative view: <i>Rethinking Durkheim and his tradition</i>
teaching	to instruct or train sb. in sth.: <i>Teaching mathematics to deaf children</i>
walking	to go or travel on foot: <i>Walking around the Howardian hills, Walking the labyrinth</i>

<sup>38</sup> Viewed from a more detailed perspective, they could be also classified as agentive-experiencer (semantic blend).

<sup>39</sup> During this semantic analysis, *Cassell Concise Dictionary*, *Oxford English Dictionary* and *Oxford Advanced Learner's Dictionary of Current English* were used.

Table 18

heads used in more senses	
head	senses and examples
building	a) to construct, to erect, to make by putting together parts and materials: <i>Building an electronic resource collection : a practical guide</i> b) to establish, to develop: <i>Building a dynamic Europe : the key policy debates</i>
designing	a) to decide how sth. will look, work, etc., especially by drawing plans or making models: <i>Designing water gardens</i> b) to think of and plan a system, a way of doing sth.: <i>Designing federalism : a theory of self-sustainable federal institutions</i>
developing	a) to think of or produce a new idea, product, etc. and make it successful: <i>Developing an annuity market in Europe</i> b) to gradually grow or become bigger, more advanced, stronger, etc.: <i>Developing in two languages : Korean children in America</i> c) to render visible (as the picture latent in sensitized film): <i>Developing the picture : Queen Alexandra and the art of photography</i>
doing	a) to perform, to carry out: <i>Doing business with Bahrain</i> b) to deal with: <i>Doing Shakespeare</i> c) idiomatic use: <i>Doing the doors : a life on the door</i>
exploring	a) to investigate, to examine: <i>Exploring 3D animation with Maya 5</i> b) to travel over (a country, etc.) in order to examine or discover: <i>Exploring Britain : the complete touring companion</i>
getting	a) to obtain, to gain possession of by any means: <i>Getting a job in Australia : a step-by-step guide to finding work down under</i> b) to make, persuade: <i>Getting business moving : a transport survey, Getting the buggers to think</i> c) to reach a particular state or condition: <i>Getting colour right : the complete guide to colour correction, Getting married abroad : a practical guide to overseas weddings</i> d) to reach the point at which one feels, knows, etc. sth.: <i>Getting to know your goldfish : an illustrated guide to pet care for loving owners</i> e) to arrive at or reach a place or point: <i>Getting into America : the immigration guide to finding a new life in the USA</i> f) phrasal verbs: <i>Getting around, Getting back to work after brain injury, Getting on in Camden : an information guide about services and activities available for older people</i> g) idiomatic use: <i>Getting to grips with manual handling : a short guide</i>
going	a) to move or travel from one place to another: <i>Going with the grain : travels for the love of bread</i> b) to pass into a certain state, to become: <i>Going Buddhist : panic and emptiness, the Buddha and me</i> c) to visit or attend a place for a particular purpose: <i>Going to school</i> d) to live or operate in a particular state: <i>Going the Whiteman's way : kinship and marriage among Australian Aborigines</i> e) phrasal verbs: <i>Going away with the senior section, No going back : buying abroad, Going for self-employment : how to set up and run your own business</i> f) grammatical usage: <i>Going to live in New Zealand</i>
growing	a) to develop into an adult: <i>Growing</i> b) to develop generally: <i>Growing together in Christ</i> c) to cultivate: <i>Growing bulb vegetables</i> d) to pass into a certain state: <i>Growing older in Europe, Growing public : social spending and economic growth since the eighteenth century</i> e) phrasal verb: <i>Growing up in Europe today</i>
learning	a) to gain knowledge or skill: <i>Learning SQL : a step by step guide using Access</i> b) to become aware, to be informed of sth.: <i>Learning about Islam : A pressing need of our times</i>
living	a) to reside, to dwell: <i>Living and working in Spain</i> b) to have life, to be alive: <i>Living longer : ageing, development and social protection</i>

	<p>c) to pass, to spend (a specified kind of life): <i>Living the creative life : 10 steps to success in your life and career</i></p> <p>d) to pass or conduct one's life in a particular condition, manner: <i>Living with autism</i></p> <p>d) to express in one's life: <i>Living Kabbalah</i></p>
looking	<p>a) to watch: <i>Looking at paintings : an introduction to fine art for young people</i></p> <p>b) to direct eyes in a particular direction: <i>Looking north : northern England and the national imagination</i></p> <p>c) phrasal verbs: <i>Looking after mini : how to extend the life of a 20th century icon, Looking for sex in Shakespeare</i></p>
making	<p>a) to produce: <i>Making a book</i></p> <p>b) to create: <i>Making connections : a strategic approach to academic reading</i></p> <p>c) to cause, to compel: <i>Making cities work, Making community participation meaningful : a handbook for development and assessment</i></p> <p>d) idiomatic use: <i>Making sense of children's drawings, Making waves : sound</i></p>
managing	<p>a) to handle: <i>Managing people, teams and service</i></p> <p>b) to direct, to control: <i>Managing a crisis : a practical guide</i></p> <p>c) to succeed: <i>Managing to change? : British workplaces and the future of work</i></p>
measuring	<p>a) to determine the extent or quantity: <i>Measuring and comparing world cities</i></p> <p>b) to judge (the importance or value): <i>Measuring success : a guide to evaluating school grounds projects</i></p>
modelling	<p>a) to create a copy: <i>Modelling the Matilda infantry tank</i></p> <p>b) to frame, to form: <i>Modeling complex systems</i></p>
reading	<p>a) to perceive and understand the meaning of sth.: <i>Reading the text that isn't there : paranoia in the nineteenth-century American novel</i></p> <p>b) to study by reading: <i>Reading Paradise lost, Reading your Bible : a starter's guide</i></p> <p>c) to discover the meaning of sth. by observation; to interpret, to explain: <i>Reading Buddhist art : an illustrated guide to Buddhist signs and symbols</i></p>
talking	<p>a) to discuss: <i>Talking about eating disorders, Talking science</i></p> <p>b) to communicate ideas or exchange thoughts in spoken words: <i>Talking to the audience : Shakespeare, performance, self, Talking with computers : explorations in the science and technology of computing</i></p>
thinking	<p>a) to examine in the mind: <i>Thinking about crime : sense and sensibility in American penal culture</i></p> <p>b) to use one's mind in a particular way: <i>Thinking geographically : space, theory &amp; contemporary human geography, Thinking for a living : the coming age of knowledge work</i></p>
understanding	<p>a) to know or realize how or why sth. happens (or sb. behaves) or how sth. works: <i>Understanding leukaemia and lymphoma, Understanding reality television</i></p> <p>b) to be acquainted with a discipline, profession, etc.: <i>Understanding property law, Understanding psychology</i></p>
using	<p>a) to apply to a purpose: <i>Using the Internet safely</i></p> <p>b) to exploit for one's own purposes: <i>Using your home as capital, 2004-2005 : a guide to raising cash from the value of your home</i></p>
working	<p>a) to be engaged in labour, to do work: <i>Working abroad : the complete guide to overseas employment, Working in films</i></p> <p>b) to be engaged in effort: <i>Working for a sustainable future : a survey of local authorities' approaches to sustainable development</i></p> <p>c) to manage: <i>Working lives : the role of day centres in supporting people with learning disabilities into employment, Working relationships : spirituality in the human services</i></p> <p>d) to deal with sth.: <i>Working with disabled people for inclusive access : case studies, Working with eating disorders : a psychoanalytic approach</i></p> <p>e) to investigate, to solve: <i>Working the street : what you need to know about life on Wall Street</i></p> <p>f) phrasal verbs: <i>Working things out</i></p>
writing	<p>a) to produce in written form: <i>Writing a screenplay</i></p> <p>b) to compose or produce as an author: <i>Writing the short film</i></p> <p>c) to record, to describe: <i>Writing Irishness in nineteenth-century British culture</i></p>



#### 3.1.4.4 Subject area scope of 30 GT-groups with the highest number of titles

It would be misleading to base this classification on the representation of particular subject areas. First, such classification would largely reflect the tendencies present on the book market rather than tendencies displayed by the gerundial heads themselves. Second, heads with lower representation would be outweighed by those with large frequencies. Third, cataloguing categories used by libraries (such as the Library of Congress Classification) were devised for different purposes and certain subject classes with crucial topics (as regards the book market) would distort the resultant findings. Therefore, rather than focusing on subject areas which tend to be represented most frequently, an attempt was made to cover the distinctive features of individual heads (which seems to be more applicable for the purposes of the present study). Viewed from this perspective, there are two basic groups of heads (based on the subject scope):

1. heads with relatively wide scope – the central position is held by social sciences (industry, work, transportation, communications, commerce, finance, social issues, family, social and public welfare, etc.) and, to a lesser extent, technology:

*building, creating, dealing, developing, doing, exploring, getting, going, growing, improving, learning, living, looking, making, managing, measuring, reading, rethinking, talking, thinking, understanding, working;*

2. heads with a maximum of 2 dominant subject areas:

*buying* (real estate business), *coping* (medicine, psychology), *designing* (technology), *modelling* (technology, economy), *teaching* (education), *using* (business, technology), *walking* (recreation), *writing* (language, literature).

#### 3.1.5 Realization of basic functions of the title by gerund titles

Section 2.2.2.1 contains a brief description of basic functions of the title. In this section I shall attempt to show how these functions are realized by the gerund title (as a structural type):

- a) informative function: gerund titles typically realize this function in a specific way by dividing the propositional content into two parts – the topic of the text

(represented by the complementation) and the approach to it (represented by the gerundial head);

- b) social function: what seems to be very much stressed in gerund titles is the social sphere (emphasis on symmetrical representation of the sender and the addressee and moving the discussed topic closer to the addressee), thus activating the social level of the titles' force and having a crucial impact on the resultant communicative effect;<sup>40</sup> when the title is used in secondary communication as is often the case in catalogues, databases, on the Internet, etc. (no matter whether accompanied with further information of verbal or graphic nature), this is further strengthened;
- c) text-representative function: it clearly shows how gerund titles represent the text as a process; the same applies to both its creation and perception so the texts are thus immediately provided with a dynamic character;
- d) instructive function: in this case, this function is very much connected with the text-representative function – due to the presence of the gerundial head the addressee is given symptomatic instructions in terms of the emphasis on its general processuality; what is stressed in instructional texts is their step-by-step task orientation, in non-instructional texts it is a continuous treatment of the topic;
- e) culture-representative function: gerund titles display a particularly direct way of representing certain “necessary” or “useful” actions: *develop assertiveness, do business, learn to teach, manage people, etc.*
- f) advertising function: gerund titles (as every title type) represent a specific modification of this function by a linguistic realization of a certain configuration of communicative values, ways of representing both the cultural elements and the texts whose specific component they form; due to marketing constraints determining the final form of the title, this function forms an important component of the motivation of the gerund title in general (see 3.2.2.2 for further discussion).

---

<sup>40</sup> However, it needs to be mentioned that the text itself may considerably differ from the introductory model presented by the title (and that applies to all functions realized by the title), which can have a counter-impact on the title.

## 3.2 Gerund titles in the selected texts

### 3.2.1 Stylistic (functional) characterization of selected 30 texts

All selected texts display the following characteristics:

- code: standard English;
- mode: written;
- situation: public, institutionalized communication, indirect contact – limited amount of senders (author(s) + editor(s)), directed to a wide range of addressees;
- nature: prepared monological discourse;
- time of publication: majority from 1990–2005.<sup>41</sup>

The following overview presents a brief functional characterization that the selected texts were provided with (for the concrete analyses see Appendix 6):

1. dominant communicative functions of the text (illocutionary spheres):<sup>42</sup> this point deals with basic illocutions that the text displays; the order of illocutionary spheres indicates its hierarchy in the given publication; the illocutions are divided into basic spheres, each containing further differentiation – the concrete verbs used in brackets further demonstrate what the text appears to do;
2. addressee(s): this point suggests the addressee(s) that the text encodes;
3. accessibility of the text: this point characterizes a level of requirements made by the text in relation to its addressees, suggesting a relevant functional style when necessary;
4. text type: this point provides a further classification of the publication in terms of its general features;
5. contents: this point briefly indicates what the publication deals with;
6. title (its functions and relation to the text): this point draws on point 1, providing more detailed information concerning the title itself.

---

<sup>41</sup> An effort was made to obtain the latest possible texts. However, due to the lack of relevant texts available in Prague during the writing of this paper, some compromises had to be made, i.e. two older texts (one from 1979 and one from 1987) were used.

<sup>42</sup> The classification is based on the criteria presented in Searle (1976: 2-7) and Bach and Harnish (1979: 39-59). On a more concrete level, it draws on the taxonomy of communicative illocutionary acts introduced by Bach and Harnish (1979). Therefore, their term *constative* is used instead of Searle's term *assertive*.

Subjective stylistic factors (based on the authorial individuality) are disregarded here. There are 3 basic reasons:

1. it is extremely difficult to obtain relevant information concerning the authorial personality;
2. it is supposed that the analyzed texts are not purely results of the authorial activity but are to some extent modified by other factors (editors, publishers' conventions, series, etc.);
3. it is supposed that the importance of subjective stylistic factors within the analyzed style sphere is less significant than in artistic functional styles, essayistic writing, etc.

In other words, objective stylistic factors are viewed here as the crucial ones, determining the resultant form of the texts.

The selected texts whose titles contain 30 most frequent gerundial heads are the following (ordered alphabetically):

*Building an Emergency Plan : A Guide for Museums and Other Cultural Institutions* / Valerie Dorge, Sharon L. Jones, Getty Conservation Institute, Los Angeles, 1999.

*Buying Greenhouse Insurance : The Economic Costs of Carbon Dioxide Emission Limits* / Alan S. Manne and Richard G. Richels, MIT Press, Cambridge, 1993.

*Coping with Chaos : Analysis of Chaotic Data and the Exploitation of Chaotic Systems* / Edward Ott, Tim Sauer, James A. Yorke (eds.), Wiley, New York, 1994.

*Creating Sustainable Work Systems : Emerging Perspectives and Practice* / Peter Docherty, Jan Forslin and A. B. (Rami) Shani (eds.), Routledge, London, 2002.

*Dealing with Inequality : Analysing Gender Relations in Melanesia and Beyond* / Marilyn Strathern (ed.), Cambridge University Press, Cambridge, 1987.

*Designing Screen Interfaces in C* / James L. Pinson, Yourdon Press, Englewood Cliffs, 1991.

*Developing Assertiveness* / Anni Townend, Routledge, London, 1991.

*Doing Business in 2005 : Removing Obstacles to Growth* / World bank, Washington, 2005.

*Exploring Contemporary Migration* / Paul Boyle, Keith Halfacree and Vaughan Robinson, Longman, Harlow, 1998.

*Getting Started with the Internet and the World Wide Web* / Deborah Morley, Dryden Press, Fort Worth, 1999.

*Going Global : Transition from Plan to Market in the World Economy* / Padma Desai (ed.), MIT Press, Cambridge, 1997.

*Growing up with a Single Parent* / Sara McLanahan, Gary Sandefur, Harvard University Press, Cambridge, London, 1994.

- Improving Classroom Reading Instruction : A Decision-Making Approach* / Gerald G. Duffy and Laura R. Rohler, McGraw-Hill, New York, 1993.
- Learning to Teach* / Neville Bennett, Clive Carré (eds.), Routledge, London, 1993.
- Living in Prison : The Ecology of Survival* / Hans Toch, American Psychological Association, Washington, DC, 1992.
- Looking at Art from the Inside Out : The Psychoiconographic Approach to Modern Art* / Mary Mathews Gedo, Cambridge University Press, Cambridge, 1994.
- Making Sense of Illness : Science, Society, and Disease* / Robert A. Aronowitz, Cambridge University Press, Cambridge, 1998.
- Managing Information System Security* / Gerpreet Dhillon, Macmillan, Basingstoke, 1997.
- Measuring National Power in the Postindustrial Age* / Ashley J. Tellis et al., Rand, Santa Monica, 2000.
- Modeling Highly Transient Flow, Mass, and Heat Transport in the Charrahoochee River near Atlanta, Georgia* / Harvey E. Jobson and Thomas N. Keefer, US Printing Office, Washington, 1979.
- Reading Freud : Explorations and Entertainments* / Peter Gay, Yale University Press, New Haven and London, 1990.
- Rethinking Religion : Connecting Cognition and Culture* / E. Thomas Lawson and Robert N. McCauley, Cambridge University Press, Cambridge, 1993.
- Talking with African Writers* / Jane Wilkinson, J. Currey, London, 1992.
- Teaching English* / Susan Brindley (ed.), Routledge, Open University, London, New York, 1994.
- Thinking Ecologically : The Next Generation of Environmental Policy* / Marian R. Chertow, Daniel C. Esty (eds.), Yale University Press, New Haven and London, 1997.
- Understanding International Bank Risk* / Andrew Fight, Wiley, Chichester, 2003.
- Using Microsoft Excel 4.0 for Windows* / James E. Shuman, McGraw-Hill, New York, 1993.
- Walking through Ireland* / Robin Neillands, Warner Books, London, 1993.
- Working with Interpreters in Mental Health* / Rachel Tribe, Hitesh Raval (eds.), Brunner-Routledge, Hove and New York, 2002.
- Writing Software Documentation : A Task-Oriented Approach* / Thomas T. Barker, Allyn and Bacon, Boston, 1998.

The conducted stylistic (functional) analysis of the selected texts reveals the following basic findings:

1. dominant communicative functions of the text (illocutionary spheres): there two basic illocutionary sphere represented in the texts – directive and constative, both are further differentiated; the constative sphere is to a certain degree more frequent (see 3.2.2.1);
2. addressee(s): the most typical (primary) addressees are students of the topic in question (*Exploring Contemporary Migration, Living in Prison : The Ecology of*

*Survival, Rethinking Religion : Connecting Cognition and Culture*); further they are professionals in the discussed fields such as security managers, programmers, service providers, etc. (*Building an Emergency Plan : A Guide for Museums and Other Cultural Institutions, Designing Screen Interfaces in C, Working with Interpreters in Mental Health*); occasionally, the primary addressee is anybody interested in the topic (*Walking through Ireland*);

3. accessibility of the text: the selected texts represent a wide spectrum from popularizing, very accessible texts (*Developing Assertiveness, Getting Started with the Internet and the World Wide Web, Walking through Ireland*), through more technical texts (*Living in Prison : The Ecology of Survival, Making Sense of Illness : Science, Society, and Disease, Working with Interpreters in Mental Health*) to highly technical texts (*Designing Screen Interfaces in C, Modeling Highly Transient Flow, Mass, and Heat Transport in the Charrahoochee River near Atlanta, Georgia, Going Global : Transition from Plan to Market in the World Economy*);
4. text type: there are various types present from more frequent (textbook, monograph, handbook, collection of essays) to less frequent (collection of studies, annual report, collection of reports, guide, collection of articles, collection of interviews, study);
5. contents: various subject areas are covered (commerce, technology, medicine, psychology, religion, education, ecology, recreation, etc.);
6. title (its functions and relation to the text): it is typically in accordance with the illocutionary properties of the text, stressing various aspects depending on the concrete head as well as other components (see Appendix 6).

Generally, gerund titles do not display any significant limitations in terms of the analyzed book aspects. Functionally, they are divided into directive and constative spheres. In terms of the semantic-syntactic properties, they are fully in accordance with the findings presented in 3.1.3 and 3.1.4.

### 3.2.2 Gerund title as an effect-oriented speech act

#### 3.2.2.1 Illocutionary force displayed by the analyzed gerund titles

As a starting point, let us present an influential classification of illocutionary acts by Bach and Harnish (1979: 39-59, 108-119). They suggest somewhat modified and more detailed typology than more frequently quoted classification by Searle:<sup>43</sup>

##### 1. Communicative illocutionary acts

- a) constatives
- b) directives
- c) commissives
- d) acknowledgments

##### 2. Conventional illocutionary acts

- a) effectives
- b) verdictives

Based on the same criteria as used in 3.2.1, the analyzed gerund titles can be divided into directives and constatives.

The group of directives is represented by:

- *Understanding International Bank Risk* – instructional directive
- *Getting Started with the Internet and the World Wide Web* – instructional directive
- *Developing Assertiveness* – instructional directive
- *Teaching English* – advisory-instructional directive
- *Measuring National Power in the Postindustrial Age* – instructional directive
- *Thinking Ecologically : The Next Generation of Environmental Policy* – advisory-recommendatory directive
- *Creating Sustainable Work Systems : Emerging Perspectives and Practice* – instructional directive
- *Working with Interpreters in Mental Health* – advisory-instructional directive

---

<sup>43</sup> Searle (1976: 10-16) classifies illocutionary acts into five basic categories:

- a) assertives/representatives: commit the speaker to the truth of the expressed proposition;
- b) directives: represent attempts by the speaker to get the hearer to do something;
- c) commissives: commit the speaker to some future course of action;
- d) expressives: express the psychological state specified in the sincerity condition;
- e) declaratives: bring about a corresponding change in the world.

- *Designing Screen Interfaces in C* – instructional directive
- *Using Microsoft Excel 4.0 for Windows* – instructional directive
- *Writing Software Documentation : A Task-Oriented Approach* – instructional directive
- *Building an Emergency Plan : A Guide for Museums and Other Cultural Institutions* – instructional directive
- *Improving Classroom Reading Instruction : A Decision-Making Approach* – advisory-instructional directive

The dominant illocution is the instructional directive. This reveals the typical functional character of the gerund title in the directive sphere as well as (on a more general level) tendencies on the book market.

The group of constatives is represented by:

- *Rethinking Religion : Connecting Cognition and Culture* – descriptive-suggestive constative
- *Exploring Contemporary Migration* – descriptive-informative constative
- *Making Sense of Illness : Science, Society and Disease* – descriptive-revelatory constative
- *Doing Business in 2005 : Removing Obstacles to Growth* – descriptive-informative constative
- *Learning to Teach* – reportive-evaluative constative
- *Walking through Ireland* – descriptive-informative constative
- *Growing up with a Single Parent : What Hurts, What Helps* – descriptive constative
- *Reading Freud : Explorations and Entertainments* – informative constative
- *Looking at Art from the Inside Out : The Psychoiconographic Approach to Modern Art* – informative constative
- *Buying Greenhouse Insurance : The Economic Costs of Carbon Dioxide Emission Limits* – descriptive-suggestive constative
- *Coping with Chaos : Analysis of Chaotic Data and the Exploitation of Chaotic Systems* – descriptive-suggestive constative
- *Dealing with Inequality : Analysing Gender Relations in Melanesia and Beyond* – informative-revelatory constative



- *Going Global : Transition from Plan to Market in the World Economy* – descriptive constative
- *Living in Prison : The Ecology of Survival* – descriptive-revelatory constative
- *Modeling Highly Transient Flow, Mass, and Heat Transport in the Charrahooshee River near Atlanta, Georgia* – descriptive constative
- *Talking with African Writers* – descriptive-informative constative

The dominant illocutionary subspheres in the constative sphere are descriptives and informatives, which reveals the typical functional properties of the non-instructional gerund titles. This is connected with the fact that these are basic properties of non-instructional texts present on the book market in general.

The group of functionally ambivalent titles is represented by:

- *Managing Information System Security* – descriptive-informative constative and advisory directive

This example shows possible illocutionary vagueness or, viewed from a different perspective, universality, which can be used to suggest more complex character of the whole text. As the low frequency of this type reveals, clear illocutionary character is generally preferred.

Let us now briefly characterize the three groups:

#### 1. directives

The verbal base of the gerund component is directed towards the addressee, i.e. it is the addressee who is the intended agent of the action expressed by the gerundial head, hence the active role that s/he is given. Generally, the titles can be paraphrased as *how to do something*. The relation set up between the sender and the addressee is significantly asymmetrical since the sender is encoded as the provider of knowledge or skills and the addressee as the receiver. Chatfield (1995) points out that the “very existence [of instructional texts] suggests that a reader faces a task that is beyond his unaided capabilities”. In this respect, the titles operate as instruments of persuasive discourse.<sup>44</sup> Using the gerund, the asymmetry of textual subjects of sender and addressee is levelled, i.e. masked as a collaborative process.

---

<sup>44</sup> Harris (1983) views how-to discourse (i.e. discourse having instructional-directive features in the terminology used in this paper) as persuasive by nature.

Their instructional character is carried not only by the nature of the action supplemented by the semantic content of the complementation but also by the general cultural construct of usefulness of the represented actions.

The emphasis is placed on the process of the action, rather than on the beginning or end. Most titles within this group can be viewed as representing task-oriented approaches. The task-orientation is more stressed in titles implying certain concrete skills (*Getting started with the Internet and the World Wide Web*, *Developing assertiveness*, *Designing Screen Interfaces in C*, *Using Microsoft Excel 4.0 for Windows*) than in those not displaying this aspect directly or focusing on rather abstract topics (*Thinking Ecologically : The Next Generation of Environmental Policy*, *Understanding international bank risk*). The degree of technicality of the text does not have a direct impact on this aspect since even a highly technical text can display a significantly instructional character (cf. *Designing Screen Interfaces in C*). Gerund titles are typically in accordance with an instructional character of the text, possibly balancing more constative components of the text. Depending on the particular gerundial head, they stress practical approach to the task (*Getting started with the Internet and the World Wide Web*, *Writing Software Documentation : A Task-Oriented Approach*) or its cognitive grasping (*Understanding international bank risk*, *Thinking Ecologically : The Next Generation of Environmental Policy*).

## 2. constatives

The verbal base of the gerund component is directed towards the sender or the discussed issue. They can be paraphrased in several ways, depending on the direction of the title semantics. If they are directed towards the sender, they can be paraphrased as *how I was/am doing/experiencing something* (cf. *Walking through Ireland*, *Rethinking religion : Connecting cognition and culture*). If they are directed towards the discussed issue, the paraphrases are as follows: *What it means/meant to do/experience something*, *What it is/was like to do/experience something* (cf. *Growing up with a Single Parent : What Hurts, What Helps*), *How something is/was being done* or *How something is/was happening* (cf. *Doing business in 2005 : Removing obstacles to growth*, *Learning to teach*). The addressee is represented as a companion-participant in the actions realized by the semantic content of the base verb, which makes the relation between the sender and the addressee relatively symmetrical, bringing the addressee significantly closer to

the discussed issue than titles that contain merely information about the contents of the text without including the approach to it (even though as opposed to the directive gerund titles, the addressee is represented as more passive). Therefore the inclusion of the approach expressed by gerundial heads can be seen not only as adding more information (the second component of the informative function mentioned in 2.2.2.1) but also as a persuasive strategy.

As in the category of directives, the emphasis is placed on the process of action. Depending on the concrete gerundial head and complementation as well as the contents of the text, the titles in this category typically stress the descriptive, informative or reportive aspects of the text (cf. *Walking through Ireland*, *Growing up with a Single Parent : What Hurts, What Helps*, *Looking at Art from the Inside Out : The Psychoiconographic Approach to Modern Art*). The constative titles are typically in accordance with a constative character of the text. With respect to the particular title and the contents of the text, they express a more concrete approach to the discussed issue: descriptive (*Growing up with a Single Parent : What Hurts, What Helps*), informative (*Reading Freud : Explorations and Entertainments*), reportive (*Learning to teach*), etc.

Recalling the concrete titles, it is obvious that without the knowledge of the concrete text and possibly other information it is sometimes impossible to predict the illocutionary sphere of the title and therefore of the whole publication. It seems that there are illocutionary hierarchies present in the “gerund + complementation” syntagma in numerous GT-groups, depending on the pragmatic aspects. Typically, it is the gerundial head that indicates which illocutionary spheres are activated. For instance, it can be presumed that the syntagmata *getting started with* + complementation, *coping with* + complementation or *learning* + complementation will be in most cases (if not always) directives, and syntagmata *rethinking* + complementation or *introducing* + complementation will function as constatives. These expectations are determined by the semantic content of the gerundial head and the type of relation that is activated (towards the addressee or towards the sender/topic, see above). Nevertheless, as, for instance, the titles *Learning to teach* or *Doing business in 2005 : Removing obstacles to growth* show, this expectation can be misleading since a publication with different illocutionary properties can activate a different illocutionary level underlying the title. Therefore the potential task-orientation present in these titles seems somewhat excessive (which is

created by the propositional content of the gerund constructions as well as by pragmatic factors) and is subsequently corrected by the texts themselves. Generally speaking, the formal structure of the gerund title by itself does not always lead to an immediate correct interpretation of its illocutionary properties.

It is necessary to point out that every title<sup>45</sup> also displays a significant commissive component, which is directly connected with its informative function (see 2.2.2.1), because every title necessarily has to fulfil (at least the most basic) expectations of its addressees about the content of the text. Different structural types (see 2.2.3) display different commissive features and there are numerous differences (depending on the concrete components and their functions) within each structural type. In gerund titles, it is typically (but by no means always) the gerundial head that provides the space for most commissive components. This is caused by the fact that it often carries different type of information and functions than other components: for instance, it expresses the approach towards the discussed topic, it provides the space for interaction between the sender and the addressee or it indicates which illocutionary spheres are activated. There are 2 basic aspects to be taken into consideration when analysing the commissive structure of the title:

1. illocutionary aspect

This aspect includes the dominant illocutionary spheres of the text and their hierarchies as well as relation of the title to the text:<sup>46</sup> it depends on whether the commissive features are combined with dominant directive or constative illocutionary sphere (directive sphere: I/We promise that you will know/understand/learn/etc. ...; constative sphere: I/We promise that this text will be about ...). The obligation is stronger in the directive sphere because of the greater involvement and collaboration of the sender and the addressee, which creates an artificial model of partnership. On the other hand, the constative sphere, which generally displays greater focus on the topic, resembles the titles with intensified naming function (*Alcohol, Brazil, Fascism*, etc.), all other functions being suppressed. For example, the title *Learning to teach* carries

---

<sup>45</sup> As I have stated above, I am only concerned here with non-artistic functional styles, therefore I disregard all types of plays with the reader's expectations and ways of interpreting the text as used in artistic functional styles.

<sup>46</sup> Since a title may only acquire certain illocutionary characteristics if the text that it forms a part of displays the equivalent illocutions.

stronger commission if it functions as an instructional directive in an instructional text than if it operates as a reportive-evaluative constative as is the case above).

2. semantic-pragmatic aspect

This aspect includes two factors:

- a) semantic-pragmatic structure of the gerundial head: verbs implying more directly usefulness (pragmatic aspect) and/or the completion of the action (semantic aspect) create a stronger obligation to what is specified in the propositional content than verbs implying a beginning or a mere process (e.g. *Understanding, Making sense of, Learning, Mastering* or *Managing* imply stronger obligation than *Getting started* or *Doing*);
- b) semantic-pragmatic structure of the main title and the whole title (the complex structure of the main title and subtitle): basically every additional piece of information in the title may contribute to the commissive structure present within it – for instance, the semantic and/or pragmatic meaning of the complementation, cf. the use of possessive pronouns in the following titles: *Doing your masters dissertation : realizing your potential as a social scientist; Starting your own business in South Africa, Understanding your baby; its combination with the use of imperative: *Getting rich your own way : achieve all your financial goals faster than you ever thought possible, Making music with your computer : record your own music on CD, Re-energising your sex life : put the zing back into your lovemaking; the use of superlatives: *Getting the best from your 35mm SLR camera, Getting the most from your computer : a practical guide for older home users; the use of lexical devices: *Becoming a skilled negotiator, Packing it in the easy way, Studying for success; the subjective degree of usefulness presented by the whole title (and therefore also by the publication):<sup>47</sup> *Knowing God, Staying healthy, Understanding English spelling, etc.)*****

To conclude this part, every gerundial head has a certain illocutionary potential (based on the semantics of the base verb and its pragmatic utilizability), which can be either directive or constative. The degree of transparency co-determines the

---

<sup>47</sup> This aspect is obviously very subjective and provides more space for the addressees' psychological characteristics such as personal needs, interests, etc.

illocutionary transparency of the whole text. This potential can be to a great degree predictable (*rethinking, coping with, dealing with, understanding*), more or less ambiguous (*building, reading, writing, changing, transforming*) or very much dependent on the context (*getting, going*).

### 3.2.2.2 *Persuasive components of the expressed communicative effect displayed by the analyzed gerund titles*

As mentioned in 2.2.2.1, one of the crucial functions of the title of the commercially available publication (apart from the informative function) is its advertising function. Viewed from a marketing perspective, the customer does not buy a certain product but advantages and solutions. The final linguistic form of the title is largely determined by marketing constraints (see Appendix 7), so it appears that the goal is a sufficiently informative title with a selling potential. This is the reason why the informative function is here greatly permeated also by functions of a social and persuasive nature which form a specific level with an important impact on the addressee and his/her approach to the text. In this section, I shall examine how and why this is created, focusing on the dominant strategies.

From a pragmatic point of view, the title is to establish a contact between the sender and the addressee as well as to provide a bridge to the text, i.e. the establishment of the contact has to lead further, provoking interest. This is virtually what is intended by any advertising text (cf. Čmejrková, 1997: 137; Čmejrková, 2000: 141-143; Pravdová, 2002: 177-178).<sup>48</sup> It is therefore crucial to choose a suitable strategy with respect to the potential addressee of the text. Let us now briefly investigate what kind of strategy is used here, moving from the concept of illocutionary function (discussed above) to other components of communicative effect:

Leech (1999: 104) classifies illocutionary functions into four basic types (according to how they relate to the social goal of establishing and maintaining comity):

- a) competitive: the illocutionary goal competes with the social goal, e.g. ordering, asking, demanding, begging;

---

<sup>48</sup> I am primarily concerned with the functions of gerundial forms in connection with persuasion in this section, therefore I shall not discuss other means of establishing and maintaining the contact with the addressee such as the excessive use of the personal and possessive pronouns *you, your*, lexical means, etc.

- b) convivial: the illocutionary goal coincides with the social goal, e.g. offering, inviting, greeting, thanking, congratulating;
- c) collaborative: the illocutionary goal is indifferent to the social goal, e.g. asserting, reporting, announcing, instructing;
- d) conflictive: the illocutionary goal conflicts with the social goal, e.g. threatening, accusing, cursing, reprimanding.

According to Leech's classification, all analyzed titles fall within the category of collaborative illocutionary functions characterized by the fact that the illocutionary goal is indifferent to the social goal. It is symptomatic that they are labelled as collaborative. On the other hand, it is necessary to realize that the title has a much closer relation to the institutional forms of discourse than to interpersonal (meant literally) non-institutional communication. It seems more suitable to view them outside the scheme of politeness principle and the interplay of illocutionary and social goals (Leech's approach to communication) and use somewhat different criteria. Therefore, for instance, the present collaborative nature has a different motivation than within common interpersonal communication. What the titles display is a fictional model of cooperation possessing an important persuasive level, which is what brings them directly to the sphere of the discourse of advertising, viewed here as an impersonal type of communication, yet strongly focused on the addressee (cf. Pravdová, 2002: 177).

As I have mentioned earlier, the basic alternative paraphrase of instructional directives is *how to do something*. However, this form represents a direct way of expressing the same function, thus characterizing the title (and therefore also the text) as immediately instructive, possibly patronising. On the other hand, the gerund does not display the person, thus enabling to focus on *other* in same way as on *self*. This is the way it avoids overt implication of asymmetrical communication. In instructional directives, the propositional content attributes effort to the addressee. In this respect the use of gerund allows to remove the direct emphasis on this fact. Moreover, it hides the fact that the addressee does not know or cannot do something (as implied directly by titles with explicit structures such as *How to...* or *A Guide to...*). Another point connected with this aspect is the predictability of the genre. As Chatfield (1995), referring to the criteria developed to analyze rhetorical factors in software documentation as presented by Walter and Beck (1992), argues "there is a value in

clearly indicating the genre in which a text belongs. If readers can properly classify an instructional text, they can adopt cognitive processing strategies and rhetorical reader roles they've developed by other instructional texts of the same classification, or even for similar texts from other genres". The use of directive gerund titles indicates the genre of the texts that they are parts of; this is facilitated by their emphasis on certain actions and tasks without being exceedingly descriptive, which could reduce the persuasive effect or be stylistically inappropriate, cf. *Buying & selling your house*, *Coping with blushing*, *Creating positive classrooms*, *Developing skills in writing for KS3 tests*, *Managing people, teams and service*, *Understanding property law*.

In constative gerund titles, what appears important is the fact that the gerund erases the dividing line between the sender and the addressee. Moreover, the propositional content is not viewed from a distance. Instead, a direct participation is implied. The producer of the text is *rethinking religion* and *connecting cognition and culture* while writing, as the addressee will do while reading. A symptomatic implication created by the use of gerund is that both processes seemingly merge. Thus what is constructed here is a fictional model of two types of closeness relevant for the addressee: (a) between the sender and the addressee, (b) between the addressee and the subject matter.

The described strategies of levelling the asymmetry and constructing an artificial model of cooperation and closeness are directly connected with the character of textual roles constructed by the analyzed titles. Even though it is obvious that the creation of the addressee's fictional role within the text is determined by features of the text itself, the above mentioned strategies used in the titles have a crucial significance at the beginning of approaching the text, i.e. immediately prior to an individual addressee assuming the fictional role constructed by the text (cf. 2.2.2.1). In this sense, the title can be viewed as an invitation given to the actual person external to the text to assume the role offered by the text, as an attempt to create a strong connection with the addressee from the very beginning,<sup>49</sup> based on a set of social values such as closeness, understanding or help. Further explanation of this fact, however, leads to the theory of motivation, hierarchy of needs, etc., extending beyond the scope of this paper.

---

<sup>49</sup> Comparing primary and secondary computer manuals, Walters and Beck (1992) found that authors of secondary manuals attempted to create a stronger bond with the reader, which, as they argue, creates a richer context for learning.



Nevertheless, it should be stressed that values such as collaboration, relative symmetry of participants or closeness between the sender and the addressee as well as between the addressee and the subject matter are here all artificial constructs in the same way as generally all products of unidirectional, strongly addressee-oriented institutionalized forms of persuasive communication. Strictly linguistically speaking, they are enabled by the impersonal character of the gerund. A more concrete functional style then determines how dominant these persuasive components are. On the other hand, it is necessary to mention that the analyzed titles do not display typical extreme persuasivity or even aggressivity of the advertising discourse, frequently mentioned by linguists (cf. Čmejrková, 2000: 9; Cook, 1992: 182; Pravdová, 2002: 185). Therefore, even though the persuasive strategy appears to permeate the use of gerund titles in general and it seems that much behind the motivation of this title type (in this section seen as a combination of communicative functions constrained by the way the participants-task/topic configuration is realized) could be explained by the result of the operation of the persuasive function, persuasivity does not replace informativity (as is frequently the case in advertising discourse).

### **3.3 Gerund titles in translation**

#### **3.3.1 Relevant differences between Czech and English**

The present paper does not provide space for the discussion of general typological differences between Czech and English. Instead I shall focus on basic differences relevant for the translation of gerund book titles into Czech,

The central difference resides in the fact that the Czech grammatical system, unlike the English system, lacks the category of gerund. The Czech verbal noun displays similar behaviour in some respects but does not possess verbal features (cf. Vachek, 1990: 103; Dušková, 1994: 569; Mathesius, 1975: 150). This crucial typological difference triggers a whole range of differences on the discourse level. In continuous discourse, there is a tendency to use secondary predications (employing apart from the infinitive and participle also gerund) more frequently in English than in Czech (cf. Dušková, 1994: 542). In block language, gerund constructions play a very important role (see 2.2.3 for the percentage of gerund titles in the typology of English

book titles).<sup>50</sup> The functions performed in English by the gerund are conducted by different means (clausal or non-clausal) in Czech, depending on the type of discourse (continuous or non-continuous) as well as the particular context.

### 3.3.2 Functional equivalence with respect to the translation of gerund titles

Knittlová (2000: 6), as a representative of recent functionally-oriented approaches to translation, speaks of functional equivalence as the basic principle of translation, i.e. it is not important what kind of devices are used in the target text (TT) if they perform the same function as in the source text (ST). She presents three basic components of this principle: denotative (semantic), connotative (stylistic) and pragmatic.

In the present context, the notion of functional equivalence has to be further specified. What is discussed in this paper is a specific type of discourse with a crucial marketing function. The title has to be both informative and selling. It differs from literary titles, which has an important impact on its translation.<sup>51</sup> Therefore, from a methodological perspective, it is possible to speak of a pragmatic-marketing reconstruction.<sup>52</sup> What has to be respected is the different addressee (as a representative of a different culture) as well as the new marketing conditions present in the target culture. Section 3.3.3.2 presents analyses of selected examples of how this works in practice.

---

<sup>50</sup> Apart from book titles, gerund constructions are widely used in other types of text-frame components (parts, chapters, etc.), in non-book publications (manuals, leaflets, etc.), in film titles, in computer messages, etc.: cf. some examples of gerund film titles: *Breaking All the Rules*, *Breaking Away*, *Breaking Free*, *Breaking Glass*, *Breaking In*, *Breaking Loose*, *Breaking the Ice*, *Breaking the Silence*, *Breaking the Sound Barrier*, *Breaking the Rules*, *Breaking the Waves*, *Breaking Through*, *Breaking Up*, etc. (taken from a list of gerund film titles at [http://orion.math.iastate.edu/burkardt/movieplay/movie\\_gerund.html](http://orion.math.iastate.edu/burkardt/movieplay/movie_gerund.html) [accessed November 2005], representing a contribution to the – largely critical – Internet discussion concerning the frequent use of gerund film titles); or a manual accompanying CANON Digital Video Camcorder MV850i/MV830i/MV830, part Basic Functions (Preparations): Preparing the Power Supply, Loading/Unloading a Cassette, Installing the Backup Battery, Preparing the Camcorder, Using the Wireless Controller, Adjusting the LCD Screen, Setting the Time Zone, Date and Time, etc. (about 90 % of all headings in the manual are in a gerundial form); or the ICQ login messages (coming in this order): Initializing..., Connecting..., Validating..., Transferring..., Starting..., Loading Contact List....

<sup>51</sup> However, there are obviously points of contact with translation of literary titles since in both artistic and non-artistic titles the aim is not a semantically precise but functionally equivalent translation, which is what Kufnerová (2003: 150-151) claims about translation of literary titles, and it is necessary to take account of specific title forms used in individual national literatures as well as differences in cultural knowledge and conventions (see Levý, 1983: 155-157 about the translation of literary titles).

<sup>52</sup> Knittlová (2000: 10) also uses a related concept *pragmatic adequacy*, i.e. an ability of a translation to retain the pragmatics of a text by adjusting it to the pragmatic rules of the TT.

### 3.3.3 Analysis of the existing Czech translation solutions

#### 3.3.3.1 General tendencies

All translations were collected as presented in 1.3.3. Table 19 presents the translation solutions (based on the syntactic structure):

Table 19

resultant translation solutions (structural typology)				total	%
non-clausal structures	phrasal structures	noun phrases		81	60
		prepositional phrases		1	0.74
clausal structures	nonfinite clauses in isolation	infinitive constructions		9	6.67
	regular sentences	simple sentences	declaratives	18	13.33
			imperatives	4	2.96
		complex sentences		1	0.74
	irregular sentences	infinitive how-to clauses		18	13.33
subject-nominal predicate sentences		1	0.74		
coordination of non-clausal and clausal structure	coordination of noun phrase and infinitive how-to clause			2	1.48
<b>total</b>				<b>135</b>	<b>100</b>

Viewed from the syntactic perspective, apart from the noun phrase, as the dominant translation solution, there are 2 other significant types: simple sentence (represented by declarative and imperative subtypes) and infinitive structure (represented by infinitive clause and infinitive how-to clause, partly also by the coordination of noun phrase and infinitive how-to clause).

The typology presented above clearly shows the dominant tendencies in terms of the structural counterparts of the English gerund titles, focusing on the frequential aspect. However, in order to capture the relations between the ST structures and their TT equivalents as well as the differences displayed by individual subtypes, a more detailed analysis focusing on transpositions<sup>53</sup> realized in the process of translation has to be conducted.

<sup>53</sup> The term *transposition* is viewed as in Klégr (1995: 18) as “a shift in which it is possible to find the relationship, or connection, between the form or function of the ST and the TT element”. He divides transpositions into: “formal (word-class and unit shifts) and functional (affecting the function of the target

The absence of the gerund as a grammatical category in Czech makes the use of transpositions in the process of translation inevitable. The primary goal is then to investigate the translation solutions used in the TT to transfer the ST structures, focusing primarily on: (a) the equivalents of the English gerundial heads, and (b) other modifications of the title structures.

There are the following transpositions of the English gerund clauses accompanied by the corresponding shifts concerning the gerundial heads:

1. nonfinite clause transposition – shift whereby the English gerund clause is replaced by the Czech nonfinite clause in which the Czech nonfinite verb form equivalent of the gerundial head operates as the head; there are two resultant types:
  - a) infinitive construction – it usually allows to maintain the original structure as well as syntactic functions (since the Czech infinitive displays equivalent verbal features as the English gerund) and the source elements are matched by the same number of target elements, cf. *Understanding Europe* > *Porozumět Evropě*, *Living in wisdom* > *Žít v moudrosti*, *Thinking sociologically* > *Myslet sociologicky*; it is sometimes accompanied by minor grammatical or semantic alterations of the object, cf. *Understanding scrupulosity* > *Porozumět úzkostlivým*, *Making the most of today* > *Využít každý den*, or even by functional transposition C<sub>o</sub> > Mod (based on the transposition of the syntactic pattern VOC > VO), cf. *Making Your Family Life Happy* > *Vytvářet šťastný rodinný život*, which is also connected with redistribution of communicative dynamism; the Czech infinitive displays only voice and aspect (cf. Čechová, 2000: 222), the latter providing translators with more translation possibilities and influencing thus the resultant communicative effect (*Rozumět* vs. *Porozumět Evropě*, *Vytvářet* vs. *Vytvořit šťastný rodinný život*); however, the use of infinitive as an equivalent of the English gerund significantly reduces the processual character of the English title, implying necessity or obligation and thus stressing the

---

element as against that of the source text element) (1995: 129)". Both concepts are used in the present paper.

agitation function of the title, e.g. *musíme/měli bychom/je třeba myslet sociologicky*;<sup>54</sup>

- b) infinitive how-to clause – syntactically, this equivalent is the same as a) above, cf. *Understanding Media : The Extension of Man > Jak rozumět médiím : extenze člověka*, *Making salads > Jak připravit saláty*, *Teaching your children values > Jak naučit děti hodnotám*; there are more frequent and more significant departures from the ST semantic-syntactic structure, caused partly by linguistic-stylistic factors (e.g. more complex noun phrases operating as objects in the gerund clauses, often accompanied with adverbials, atypical noun phrases used in adverbials, cf. *Building customer loyalty > Jak získat věrné zákazníky*, *Developing the leaders around you > Jak v lidech vypěstovat vůdčí schopnosti*, *Getting to yes : negotiating agreement without giving in > Jak dosáhnout souhlasu : zásady úspěšného vyjednávání*, *Getting past no : Negotiating with difficult people > Jak překonat nesouhlas : zásady vyjednávání s lidmi, s nimiž nelze vyjednat*) or by subjective factors of various types, cf. *Making friends > Jak vycházet s lidmi k vlastnímu prospěchu*, *Making presentations > Jak připravit dobrou prezentaci*, *Building self-esteem in children > Jak nevychovat dítě s pocitem méněcennosti*; functionally, through the explicit expression of illocutionary force (directivity), this type openly reveals the instructional character of the text; as some English heads (particularly *understanding*), it becomes a cliché in the Czech title typology and directly implies rather popularizing, highly instructional functional styles; generally, this solution appears more adequate than the bare infinitive since it lacks the (often undesirable) agitative character and is more in accordance with Czech conventions;<sup>55</sup> moreover, it does not reduce the processual character of the English title as significantly as the bare infinitive;
- c) infinitive how-to clause following the noun phrase – this translation solution, though effective from a marketing perspective, moves somewhat further away

---

<sup>54</sup> The agitation function is mentioned as one of the most important functions of newspaper headlines by Macháčková (1985: 215). However, this opinion is obviously influenced by the time of publication of the study and the fact that her study reflects the norms of contemporary socialist journalism, cf. her examples of agitative infinitives: *Najít svůj vlastní postoj*, *Využít možnost*, *Sloužit masám*, *Zvýšit produktivitu práce*. The above mentioned examples of book titles clearly exhibit the topical change, while maintaining the agitative function.

<sup>55</sup> Infinitive how-to clauses are common in original Czech titles.

from the ST structure in several ways; its difference resides in the illocutionary hierarchy and communicative structure: this construction (through the fronting of the keyword element) brings to the fore the descriptive components of the text; the instructionality is presented only as a part of the illocutionary structure, not as dominant, which is caused by its secondary position in the coordination; moreover, the action that is realized by the gerund in the ST is represented here not as the approach-type information connected with the main topic but as the second topic covered by the text; the title thus acquires a symptomatic two-peak communicative structure, cf. *Teaching Montessori in the home* > *Metoda Montessori a jak ji učít doma*, *Building mental muscle* > *Mozek a jak ho cvičit*; with respect to the existing solutions, this equivalent appears adequate since it covers both parts of the ST without overemphasizing the instructional nature of the text (cf. the difference in illocutionary explicitness in the English gerund construction as opposed to the how-to construction in, for instance, *Managing people* vs. *How to manage people*; see also the comparison of alternative titles in 3.1.2.2);

2. finite clause transposition – a shift whereby the English gerund clause is replaced by the Czech finite clause in which the finite verb equivalent of the gerundial head operates as a predicator; there are two resultant types exhibiting further differentiation:
  - a) simple declarative sentence
    - i. in the first person plural – as the English gerund, this equivalent displays the processual representation of the action, retaining the same syntactic structure; moreover, as a way of constructing both the addressee's and the sender's roles in the text, it removes the asymmetry between them through the encoding of the addressee's involvement as well as authorial assistance into the grammatical form of the verb; viewed from this perspective, the first person plural in this context can be interpreted as an indirect offer of the participation in the process discussed by the text, i.e. the title represents the text as an ongoing process that can be joined; a frequent instructional illocution is thus constructed as a constative, cf. *Making Decisions about Children* > *Rozhodujeme o dětech*, *Working together* > *Pracujeme*

*společně*, *Learning Red Hat Linux* > *Učíme se Red Hat Linux*; also the communicative dynamism is equivalent; there are some minor syntactic changes caused by different grammatical features of both languages, cf. English premodification (converted noun) vs. Czech adverbial: *Writing word macros* > *Programujeme makra ve Wordu*, or Czech appositional construction, cf. *Thinking in C++* > *Myslíme v jazyku C++*, *Thinking in Java* > *Myslíme v jazyku Java*, as well as subjective modification of the semantic content of the title, cf. *Teaching children to learn* > *Učíme děti myslet a učit se*; generally, with respect to its basic properties mentioned above, this equivalent conveys adequately the communicative effect of the ST;

- ii. in the first person singular – there is only one example when the elements of the Czech title structure match the elements of the English gerund title: *Learning to walk alone* > *Učím se žít sama*, syntactically, it is very close to the English structure, however, apart from the minor explicitation as regards the translation of the infinitive object, there is a symptomatic direct expression of the person (singularization), which has a significant impact on the resultant communicative effect; the active involvement is retained but unlike the first person plural discussed above the (female) addressee is directly offered an unassisted role in the process discussed by the text; also the process as well as the urgency present in the English gerund construction is transferred (which is based on the imperfective aspect); however, all the mentioned departures are justifiable since the title adequately conveys the main features of the ST, retaining an adequate relation to both the content of the publication and its addressee;<sup>56</sup>
- iii. in the third person singular – there is only one instance of this translation solution, cf. *Talking Straight* > *Lee Iacocca to říká na rovinu*; what is presented here is the explicit emphasis on the crucial textual subject, all other important features of the ST (process, FSP structure, semantic

---

<sup>56</sup> Other instances of this translation solution display major semantic alterations, cf. *Thinking of you* > *Jsem stále s tebou*, or total reformulation (connected with the change of the ST illocution), cf. *Living with illness* > *Přeji Ti brzké uzdravení*, and thus fall within the largest group of equivalents, i.e. structures exhibiting a smaller or greater degree of reformulation-restructuralization (see below).

content, stylistic character) being retained – in the present context, it is a fully adequate solution;

- b) simple imperative sentence – as the simple declarative sentence, this type allows to retain the syntactic structure; however, only half of the total number of representatives maintain the semantic content of the ST, cf. *Learning Python* > *Naučte se Python*, *Learning Wireless Java* > *Naučte se Java 2 Micro Edition*, they both fall within the same series and there seem to be a tendency to present the names of programming languages in the nominative (e.g. due to the cover design), which creates a tension or even an alien tinge if the object of the imperative structure is a noun that requires appropriate declension (cf. the second example above); as regards the other two titles, there is semantic as well as CD redistribution (partly also modification) displayed by one title, cf. *Developing the leader within you* > *Rozvíjejte své vůdčí schopnosti*, and a total reformulation and extension in the second, cf. *Understanding exposure : how to shoot great photographs* > *Naučte se exponovat kreativně : poznejte tajemství tvorby skvělých snímků filmovým i digitálním aparátem*; generally, the use of imperative as the equivalent of the gerundial head suggests an order-like instruction typical of advertising discourse; instead of the process, it places the emphasis on the commencement of an activity, strengthening the active involvement of the addressee; the activity is presented as a future event rather than an ongoing process; with regard to the translation adequacy, this solution (overemphasizing the directive illocution) appears fully functional in the directive sphere, the fact that it does not convey symptomatic properties of the gerund construction such as process and the deletion of the dividing line between the sender and the addressee is not essential since what is respected is the content of the whole publication, linguistic factors (clear and readable structure) and the pragmatic-marketing factors (target addressee, publication as a part of a series);
3. phrase transposition – a shift whereby the English gerund clause is replaced by the Czech noun phrase in which the Czech noun equivalent of the gerundial head operates as the head; there are two resultant types (based on the semantic relation between the gerundial head and its Czech noun equivalent):



a) noun phrase with a semantically equivalent noun as the head – this solution involves a functional transposition (O > Mod) and a higher degree of nominalization; the semantic content is maintained but the Czech noun phrases containing genitive postmodification exhibit stylistically different properties, implying a technical functional sphere, as opposed to the English gerund, which is very flexible in terms of its functional scope (see Appendix 6); the noun phrases with prepositional postmodification are significantly closer to the ST in this respect; there are two types of Czech noun equivalents:

- i. non-verbal nouns – this subtype shifts process and active involvement to the background; moreover, it does not express the verbal aspect; it presents a wide functional scope, the title usually lacks an alien or bureaucratic tinge; there seem to be more cases where the verbal noun is the only noun option offered by Czech (see ii. below for concrete examples); on the other hand, in some cases also a non-verbal noun is the only possible option since the corresponding Czech verbal noun displays significant awkwardness (e.g. *práce* vs. *pracování*) or a significantly lower frequency as well as different connotations (e.g. *život* vs. *žití*),<sup>57</sup> cf. *Working with emotional intelligence* > *Práce s emoční inteligencí*, *Building applications with Microsoft Outlook 98* > *Tvorba aplikací v Microsoft Outlook 98*, *Creating web pages in easy steps* > *Tvorba webových stránek*, *Living in faith* > *Život ve víře*, *Living in an area of freedom, security and justice* > *Život v prostoru svobody, bezpečí a práva*, *Living a lie* > *Život ve lži* (functional transposition O > A involved), in one case (*Developing games in Java* > *Vývoj her v jazyku Java*) the linguistic form can be misleading but purely on the linguistic level since the illocution is clear from the cover as well as the name of the publisher (Grada Publishing) and the series – *Moderní programování* (see <http://www.grada.cz/katalog/kniha/vyvoj-her-v-jazyku-java/>); with regard to the translation adequacy, it is rather difficult to present a general evaluation of this solution (as a structural type) since the noun phrase (as a dominant title type in both Czech and

---

<sup>57</sup> E.g. Jyxo found 1899584 documents with the form *život* but only 23859 documents with the form *žití*.

- English) is highly universal and much depends on the particular context and the interplay of translation, linguistic-stylistic and pragmatic factors;
- ii. verbal nouns – there are two subtypes according to the degree of lexicalization: 1. fully lexicalized items (e.g. *putování, řízení*) and 2. ad hoc morphological structures (e.g. *tvoření, zdokonalování, zařizování, měření*); the first subtype greatly resembles the non-verbal nouns (see above), cf. *Managing the Non-Profit Organization : Practices and Principles* > *Řízení neziskových organizací : praxe a principy*, *Managing risk* > *Řízení rizika*, *Managing growth* > *Řízení růstu : jak dosáhnout řízeného obchodního růstu podniku*, *Walking with dinosaurs* > *Putování s dinosaury*; the second subtype exhibits some significant differences, i.e. it fully expresses the process, moreover, it retains the verbal category of aspect (see Čechová, 2000: 88) – in the analyzed examples, chiefly imperfective aspect is used in order to retain the processual character of the English gerund, cf. *vytváření, tvoření, rozvíjení, zdokonalování, zařizování, měření*; it presents a narrower functional scope, the title frequently acquires an alien or bureaucratic tinge, cf. *Reading the Bible* > *Čtení bible*, *Creating mandalas : for insight, healing, and self-expression* > *Vytváření mandaly : cesta poznání, léčení a sebevyjádření*, *Measuring student knowledge and skills* > *Měření vědomostí a dovedností : nová koncepce hodnocení žáků*, *Improving the implementation of the European rules on community sanctions and measures (Rec(2000)22 and report)* > *Zdokonalování implementace Evropských pravidel o alternativních trestech a opatřeních : doporučení (2000)22 vydané Výborem ministrů Rady Evropy 29. listopadu 2000 a zpráva*; this way of translating the gerund clause is particularly adequate if the ST displays administrative or technical features, otherwise this solution – even though conveying the semantic components of the ST – is disrespectful of pragmatic aspects of the title;
- b) noun phrase of a fixed formula-like type with a semantically different noun as the head – there are only two instances representing this translation solution: *Learning to lead* > *Základy vedení*, *Learning psychotherapy : rationale and*

*ground rules* > *Základy psychoterapie*; this translation solution is based on the intentional functional adaptation of a relatively frequent gerundial head (see 3.1.2.1) to the TT context; a frequent Czech title structure “*základy* + genitive” allows clear identification of the genre; the title is similar to type a) described above in terms of its syntactic properties but it is significantly less specific semantically, expressing primarily a basic approach to the topic in question as well as covering main points; formulae such as *základy* or *úvod do* can even be considered as semantically empty indicators of genre and level of difficulty; in this respect, functionally, the head resembles the most frequent English gerundial head *understanding*;<sup>58</sup> as regards the pragmatic properties of the title, the analyzed solutions appear to be adequate equivalents of the ST and the exhibited departures are fully functional.

There is a limited amount of TT main titles containing the equivalent of the ST complementation only, i.e. exhibiting the absence of formal-functional equivalent of the gerundial head. What they present is a direct emphasis on the discussed topic, eliminating the non-topical components from the main title. All necessary information is typically presented in the subtitle, therefore it becomes an indispensable component of the total title structure. Such changes are fully justifiable since they are compensated within the total title structure; moreover, the pragmatics of the title is respected. The following two subtypes were identified:

1. instances where the formal-functional equivalent of the gerundial head was fully or partly (with some additional semantic alterations or amplifications) transferred to the subtitle, cf. *Building Internet Firewalls* > *Firewally : principy budování a udržování*, *Walking and climbing in the Alps* > *Alpy : příroda, turistika, výstupy*;
2. instances with greater alterations or without the transfer, cf. *Understanding macroeconomics* > *Makroekonomie*, *Going beyond Buddha : the awakening practice of listening* > *Až za Buddhu : nasloucháním k probuzení*, *Understanding allergies* > *Alergie : běžné alergenů, příznaky, léky*, *Understanding depression* > *Deprese : příznaky, příčiny, diagnostika, léčba*, *Using the internet* > *Internet : odborný poradce*, *Using your first PC* > *Můj*

---

<sup>58</sup> It is interesting that there is no instance of the gerundial head *understanding* translated as *základy* or *úvod* since it is very close to this formula-like type of naming.

*první počítač, Understanding journalism > Žurnalistika : praktická příručka pro novináře, Creating a new civilization : the politics of the third wave > Nová civilizace : třetí vlna a její důsledky.*

The largest group of translation solutions contains various types of structures involving a smaller or greater degree of reformulation-restructuralization. They exhibit various semantic and structural alterations, total reformulation with the major semantic components retained or even complete departure from the ST. This paper does not provide sufficient space for detailed analysis of all representatives of this group in terms of their relation to the ST structures. 3 more or less typical representatives of this group are dealt with in 3.3.3.2.

Based on their syntactic properties, there are the following subtypes:

1. noun phrases (nominative), e.g. *Understanding leadership, fresh perspectives on the essentials of New Testament leadership > Úspěšné vůdcovství : je to opravdu (ne)možné?, Designing with houseplants > Útulný domov s rostlinami, Understanding the hidden meanings of women's clothes > Tajemná řeč módy : Co říkáme svým oblečením, Exploring the secrets of nature > Soukromí živočichů, Using astrology to choose your partner > Astrologie lásky : klíč k výběru partnera, Living the tarot > Tarot v životě, Working with children in art therapy > Arteterapie s dětmi, Making marriage work > Manželské mýty, Making talismans, living entities of power > Magická síla talismanů a amuletů : vytváření a praktické využití, Making the Cisco connection > Cisco : příběh skutečné internetové velmoci, Learning to live well with diabetes > Příručka pro diabetiky, Exploring corporate strategy > Cesty k úspěšnému podniku, Looking good on the web > Profesionální design na webu;*
2. noun phrases (instrumental): *Managing for the future : the 1990s and beyond > Cestou k zítřku : management pro 21. století, Doing less and having more > Snadnou cestou k bohatšímu životu, Walking on thin ice > Ledovou pustinou k severnímu pólu;*
3. regular sentence (declarative): *Looking after your cat : a young pet owner's guide > Bydlí s námi kočka : průvodce pro mladé chovatele (and variations such as Looking after your dog, Looking after your hamster, etc.);*

4. irregular sentence (subject-nominal predicate): *Getting to Yes : negotiating agreement without giving in* > *Dohoda jistá : zásady úspěšného vyjednávání.*

### 3.3.3.2 Selected translation solutions exhibiting departures from the ST

Most analyzed translation solutions display some departures from the ST. In this section, 3 different successful solutions by different publishers are discussed in more detail.

*Managing teams : a strategy for success*, Nicky Hayes, Thomson Learning, London, 2001, more information at: <http://www.thomsonlearning.co.uk/psychwork/5.htm>.

*Psychologie týmové práce : strategie efektivního vedení týmů*, translated by Pavla Císařová, Portál, Praha, 2005; more information at: <http://obchod.studovna.cz/Kniha.asp?Csl=13009>.

This translation solution seemingly departs from the ST in both main title and subtitle, both parts exhibiting amplification as well as significant alterations of semantic content. In terms of the translation techniques used,<sup>59</sup> the main title cannot be interpreted as an instance of the phrase transposition connected with modulation. The ST *Managing teams*, meaning literally “řízení/vedení týmů”, is transferred to the postmodification part of the subtitle in the TT. Therefore the Czech postmodifying phrase *týmové práce* is not an equivalent of the ST *teams* but an amplified, transposed, semantically altered reduplication of the equivalent used in the subtitle. The head *psychologie* is based purely on the whole text, without having any ST counterpart. It places the emphasis on a different aspect of the textual content than the ST, changing the representation of the textual subjects in the title as well as the whole processual and active character of the ST gerundial phrase, which has a crucial impact on the resultant communicative effect. From the structural-functional point of view, the ST represents a typical gerund title. The TT does not attempt to function as its equivalent. Instead of the

<sup>59</sup> The use of the term *translation technique* is based on Molina and Albir (2002: 508), who distinguish between “the [translation] method chosen by the translator, e.g., literal or adaptation, that affects the whole text, and the translation techniques, e.g., literal translation or adaptation, that affect microunits of the text”.

ST, it is based on the text of the publication (on both thematic and stylistic properties), strengthening the crucial thematic component, the target addressees (managers, work psychologists) and the Czech conventions.<sup>60</sup> Moreover, it is in accordance with the translations of other books by the same author published in Czech by Portál: *Základy sociální psychologie* (1998) and *Aplikovaná psychologie* (2003). In both cases the translation retains the formal structure of the ST, which is obviously caused by the fact that their semantic-syntactic structure can be transferred into Czech without affecting the marketing effect, cf. *Principles of Social Psychology* > *Základy sociální psychologie*, *Applied Psychology* > *Aplikovaná psychologie*. To sum up, the translation solution departs from the ST but is fully in accordance with the text that it represents as well as with the functions that the title carries.

*Understanding the adolescent*, George H. Orvin, Washington, DC, London, American Psychiatric Press, 1995, more information at: <http://www.appi.org/book.cfm?id=8651>.

*Dospívání : kniha pro rodiče*, translated by Jan Roubal, Grada Publishing, Praha, 2001, more information at: <http://www.grada.cz/katalog/kniha/dospivani-kniha-pro-rodice/>

Formally, this translation solution is closer to the ST than the first example above. It retains the complementation of the ST gerund clause, subtracting the additional information from the main title. This is compensated in the subtitle, which contains crucial information concerning the target addressee. The subtitle has two parts: the metatextual element operating as the head of the noun phrase and the postmodifier containing the actual specific information concerning the addressee. It is the postmodifier that can be considered as a functional counterpart of the ST gerundial head. However, the TT presents explicitly what is only implied by the ST. Thus, what is achieved through compensation is a very direct main title and a descriptive subtitle,

---

<sup>60</sup> The title syntagma “*psychologie* + genitive” is common in the Czech title typology, cf. *Psychologie práce*, *Psychologie náboženství*, *Psychologie umění*, etc. In non-title discourse, it is frequently used as a term.

The English title structure “*managing* + complementation” displays also a significant frequency (see 3.1.2.1). The very structure *Managing teams* has been used several times as a title: the integrated catalogue of the British Library contains two more records with the same title by Robert Heller (1998) and Lawrence Holpp (1999); moreover, there are two more records with additional information: *Managing teams for dummies* (Marty Brounstein, 2002) and *Managing teams in secondary schools* (Les Bell, 1992).

both in accordance with the requirements of the Czech title. The motivation of these changes resides in the translation method placing an emphasis on the addressee, the text and the Czech conventions,<sup>61</sup> not on the structure of the ST. In this sense, the minor departures from the ST are entirely justifiable.

*Looking after your cat : a young pet owner's guide*, Helen Piers, Frances Lincoln, London, 1992, more information at:

[http://www.franceslincoln.com/flincoln/results.asp?TAG=&CID=&SEARCH\\_TEXT=looking+after+your+cat&SORT=SORT\\_TITLE&SEARCH\\_FIELD=KEYWORD](http://www.franceslincoln.com/flincoln/results.asp?TAG=&CID=&SEARCH_TEXT=looking+after+your+cat&SORT=SORT_TITLE&SEARCH_FIELD=KEYWORD)

*Bydlí s námi kočka : průvodce pro mladé chovatele*, translated by Martina Kotvaldová, Fragment, Havlíčkův Brod, 1995, more information at:

<http://fragment.inshop.cz/inshop/> (necessary to enter the title).

Before the analysis of this translation solution, it is crucial to mention that this publication is one of a series of petcare books offering practical instructions to young owners, the other being: *Looking after your budgerigar*, *Looking after your dog*, *Looking after your gerbils*, *Looking after your goldfish*, *Looking after your guinea pig*, *Looking after your hamster*, *Looking after your rabbit*.<sup>62</sup> Except for *Looking after your goldfish*, all were translated and published in Czech by Fragment.<sup>63</sup>

The translation solution entirely changes the syntactic structure of the main title (VO > AVS), maintaining the FSP structure as well as the basic division of information into the topical part (keyword *kočka*) and non-topical information (*bydlí s námi*) providing space for the social functions of the title as well as unifying several titles into one series. Semantically, there is a significant departure from the ST. The verb phrase *look after* implies control (see 3.1.4.1), taking the agentive subject and affected object.

<sup>61</sup> The structure “*kniha pro* + accusative”, typically with further modification, is relatively frequent in Czech, cf. *Kniha pro rodiče*, *Kniha pro nastávajícího otce*, *Kniha pro mladé hudebníky*, *První kniha pro nejmenší*, *Velká kniha pro malé luštitelé*, etc.

The structure “*understanding* + complementation” is very frequent in the English title typology (see 3.1.2.1). The very structure *Understanding the adolescent* has occurred once before (according to the integrated catalogue of the British Library) – a publication by Michael Hare Duke (1969).

<sup>62</sup> The very title *Looking after your cat* has been also used by John Morais Montgomery (1964), Nick Henderson (1968), Katharine Tottenham (1981), Wendy Goss (1990), Ian Kearey (ed.) (1997) (according to the integrated catalogue of the British Library).

<sup>63</sup> There is a publication called *Bydlí s námi akvarijní rybičky : průvodce pro mladé chovatele* published by Fragment in the same series but this is an original Czech publication by Romana Anděrová, not a translation.

Viewed from this perspective, the TT presents a significant functional transposition: the implied agentive subject transposed into the adjunct of accompanying circumstances and the affected object into the positioner subject. Moreover, there is a shift in the textual representation of included subjects. The ST is based on the second person (typical example of synthetic personalization used frequently in advertising discourse, see Fairclough, 1989: 62). The TT respects Czech conventions, employing the first person plural. These changes are motivated by two basic factors: (a) linguistic – the employed AVS structure allows the use of the nominative, which is advantageous for the cover as well as information retrieval systems; the title can be shortened to the mere keyword without further grammatical changes (which is not possible in structures with the accusative object such as *Pečujeme o kočku, Máme doma kočku*, etc.), (b) pragmatic – the form of the title takes into account the target addressees (children), representing informal spoken discourse.

The subtitle largely retains the ST form, displaying a minor syntactic adjustment (premodification > postmodification) and explicitation (*pet owner* > *chovatel*). The explicitation has a compensating function since it provides the semantic components subtracted from the main title (semantically less specific *bydlí s námi* not including the sense of *care* dominant in the ST). Considering the whole title, the semantic subtraction is minimal and there is no pragmatic-marketing loss.

### 3.3.3.3 Overall evaluation of Czech translation equivalents

As has been shown in parts 3.1 and 3.2, gerund titles do not form a unified body but rather a complex group with a distinct inner structural and functional differentiation. The analysis of tendencies in translating English gerund titles into Czech shows that there is a wide range of possible equivalents, which is partly caused by the wide scope and the complex and differentiated character of the English gerund titles, partly by the different means that Czech, as a language lacking the category of gerund, offers in order to express the functions of the gerund title and, which is equally important, the functions of the book title in general. For these reasons, there is not (and cannot be) a single suitable structural equivalent of the English gerund title construction. Thus, if the translation is based on the notion of functional equivalence or pragmatic adequacy, it



has to take account of aspects such as the content of the whole publication, target addressees or TT conventions.

With regard to the analyzed translation solutions, it is possible to view them from two different perspectives:

A. according to the functional scope of resultant structural types:

1. structures with a very wide scope: these structures can occur in any subject area and are able to express different illocutions – they are represented by noun phrase structures;
2. structures covering primarily only one illocutionary sphere – they are represented by infinitive how-to clauses, infinitive constructions, declarative sentences in the first person plural, imperative sentences, all covering primarily the directive sphere;
3. structures suitable for certain concrete cases only – they are represented by declarative sentences in the first and third person singular;
4. peripheral structures with minimum frequency – they are represented by a prepositional phrase, a complex sentence and a subject-nominal predicate sentence, all occurring only once;

B. according to the degree of departing from the ST:

1. structures retaining the semantic components of the ST and displaying a closely related syntactic structure – these are resultant types of the nonfinite clause transposition (infinitive construction and infinitive how-to clause) and the finite clause transposition (simple declarative sentence and simple imperative sentence); as has been shown above, these solutions provide only a limited scope; however, within the directive sphere, they can represent adequate equivalents of gerund constructions (depending on the concrete publication); what should be avoided is an excessive or misleading agitative tinge (which could be caused by an inadequate use of the bare infinitive construction) or an excessively instructional-directive or familiar effect in more technical functional styles (which could be caused by an inadequate use of the infinitive how-to clause or simple imperative sentence and declarative clause, respectively);
2. structures retaining the semantic components of the ST but disregarding the TT syntactic structure – this is primarily the first resultant type of the phrase

transposition, i.e. noun phrase with a semantically equivalent noun as the head, further also instances where the formal-functional equivalent of the gerundial head was fully or partly transferred to the subtitle; both are limited as regards their usability as Czech equivalents of English gerund constructions since in many cases there are other, more suitable solutions (types 1. and, particularly, 3.); if the used equivalent does not create a disturbing stylistic effect (alien or bureaucratic tinge) and if the pragmatics of the title is respected, these structures can be fully adequate translation solutions;

3. structures involving a smaller or greater degree of reformulation-restructuralization – what is brought to the fore here is primarily the translator(-editor) ability to re-construct a pragmatically adequate title structure; the analysis presented in 3.3.3.2, focusing on 3 selected representatives of this group, reveals three crucial types of factors that adequate translation solutions exhibiting departures from the ST respect:

a) translation factors

- i. they take account of the content of the whole publication, not only the ST structure in isolation;
- ii. they are based on the basic semantic components of the ST structure, not on the formal units;
- iii. they respect both informative and marketing function of the title (i.e. their departures from the ST are functional, not haphazard);

b) linguistic-stylistic factors

- i. they are in accordance with the stylistic properties of the texts that they represent;
- ii. they display a clear and readable structure;

c) pragmatic-marketing factors

- i. they respect the target addressees of the publication;
- ii. they respect the Czech title conventions;
- iii. they respect the marketing properties of the title structure (e.g. part of series, cover requirements).

It can be concluded that if these factors are respected, any translation solution in the given context is adequate, regardless its departure from the ST.

## 4 Conclusions

The results of the study indicate that the gerund construction is an important component of the contemporary English book title typology (as a part of a wider area of non-continuous discourse). The total number of 34405 titles representing the non-artistic style sphere, published in England in English in 2004 and recorded in the British National Bibliography, contains 6.69 % of gerund constructions, which approximately corresponds to the results of the tentative structural typology of English book titles conducted prior to the actual analysis and based on a ten-percent sample. In this typology, gerund constructions (occurring in 7.09 % of all titles) occupy the second position after noun phrases (85.91 %), the third being imperative sentences (1.34 %).

From a frequential point of view, gerund constructions do not have a significantly different position within the title typology of both main titles and subtitles (6.69 % in main titles; 5.11 % in subtitles). There are 592 GT-groups in the set of main titles and 317 GT-groups in the set of subtitles. A significant number of GT-groups occurring in subtitles only (29.97 % of the total number of GT-groups present in subtitles) reveals that the set of GT-groups employed in subtitles is to a certain extent a different body with specific functions rather than a subset of GT-groups used in main titles.

Gerund titles from the BNB total set display several symptomatic tendencies:

1. relatively high percentage of gerund titles within the title typology (in comparison with other non-NP titles) – caused by linguistic reasons (less nominal character, readability, economy, etc.) and pragmatic reasons (closeness between the sender and the addressee, approachability of the text, clear identification during searches in electronic sources, etc.);
2. relatively high numbers of titles displayed by *understanding*-group, *making*-group and *managing*-group (i.e. 3 GT-groups with the highest number of titles) in comparison with other GT-groups in the BNB total set – on a general level, in all three cases, caused by their high collocability and marketing acceptability; on the individual level, there are further differences in motivation;
3. small number of gerundial heads displaying significant frequencies against a high number of gerundial heads having only 1 occurrence – caused by the

tendency to employ the gerund title as a structural type, rather than use a limited amount of gerund constructions operating as fixed formulae;

4. high number of GT-groups based on gerundial heads with the *re-* prefix – caused by its high productivity and ability to reflect a frequent tendency of texts to discuss what has been dealt with earlier.

Syntactic analysis of 30 GT-groups with the highest number of titles reveals that the predominant syntactic type is the VO type (78.20 %). The central syntagma “gerund + complementation” represents the typical linguistic structuralization of communicative components into approach-type information (i.e. the gerund) and keyword-type information (i.e. the complementation). The analyzed gerund titles contain 3 types of coordination. Each type has different functions: 1. gerundial coordination: (a) syndetic or asyndetic coordination of gerundial heads, each having its own complementation, (b) chain of gerundial heads relating to the same complement or adverbial, (c) coordination of gerundial heads without further complementation or modification, 2. object coordination, 3. combination of gerundial and object coordination.

Viewed from the semantic perspective, the central structures express an active and dynamic approach to reality. Out of 12 semantic classes of lexical verbs, classes of control, cognition and creation are the most significant, which reveals the hierarchy of semantic areas within the system of gerundial heads. Apart from the highly universal affected object (71.62 % of all realized direct objects), resultant object exhibits significant frequency (22.48 %), showing the importance of the semantic category of creation in the system of gerund titles. The dominant adverbial modification is localization (53.55 % of all adverbials). As regards the implied subject of the gerunds, the dominant role is the agentive subject. It is implied by most gerund titles and emphasized especially in the constructions of control, creation and examination. 22 out of 30 most frequent gerundial heads are used in more senses (they are based on polysemous verbs) and there are significantly more heads with a relatively wide subject area scope (22 heads) than heads with a maximum of 2 dominant subject areas (8 heads).

From a communicative point of view, the analyzed gerund titles operate as directives and constatives. Within the constative sphere, the dominant illocutionary subspheres are descriptives and informatives; within the directive sphere, it is the

subsphere of instructional directives. These illocutionary tendencies reflect not only the communicative characteristics of gerund titles in both spheres but also general tendencies on the book market. The predictability of the illocutionary sphere is determined by both the semantics of the base verb and pragmatic aspects. In most cases, the activation of certain illocutionary spheres is indicated by gerundial heads. The degree of illocutionary explicitness of the title is then one of the crucial factors determining the illocutionary transparency of the whole text.

Gerund titles exhibit a distinct collaborative character, which is achieved by levelling the asymmetry between the sender and the addressee and constructing an artificial model of cooperation and closeness (through deleting the dividing line between the sender and the addressee, implying a direct participation as well as an active performance); all this is enabled by the impersonal character of the gerund. Moreover, gerund titles facilitate the indication of the intentions of the texts that they represent as well as their genres. All these characteristics are permeated by a distinct persuasive level. However, even though they are close to the discourse of advertising in this respect, the informative function outweighs the persuasive function.

From the contrastive perspective, the crucial typological difference between English and Czech resides in the absence of the category of gerund in the Czech grammatical system. Within the discourse of book titles, there are 3 basic syntactic counterparts: noun phrase as the dominant translation solution (60 % of all analyzed translation solutions), followed by infinitive constructions represented by infinitive clauses and infinitive how-to clauses (20 %) and the simple sentence represented by declarative and imperative subtypes (16.29 %).

The absence of the gerund in the Czech grammatical system triggers the use of transpositions in the process of translation of the English gerund constructions. The following types of transpositions were found:

1. nonfinite clause transposition, the resultant types being: (a) infinitive clause, (b) infinitive how-to clause, and (c) infinitive how-to clause following the noun phrase;
2. finite clause transposition, the resultant types being: (a) simple declarative sentence (i. in the first person plural, ii. in the first person singular, iii. in the third person singular), (b) simple imperative sentence;

3. phrase transposition, the resultant types being: (a) noun phrase with a semantically equivalent noun as the head (non-verbal noun or verbal noun), (b) noun phrase of a fixed formula-like type with a semantically different noun as the head.

Apart from these types, there are some instances of TT main titles that contain only the equivalent of the ST complementation. There are two basic types: 1. titles displaying a transfer of the formal-functional equivalent of the gerundial head from the main title structure to the subtitle, 2. titles with greater alterations or without the transfer. Both types are based on compensation, respecting the pragmatics of the title, so the registered alterations can be viewed as justifiable.

This wide range of Czech equivalents is caused by the large scope and the complex and differentiated character of the ST, i.e. English gerund titles, but also by various devices provided by Czech, as a typologically different language lacking the category of gerund, to convey the functions of the gerund title and, viewed in a wider context, the book title in general. Based on the functional scope of resultant structural types, there are: 1. structures with a very wide scope (represented by noun phrase structures), 2. structures covering primarily only one illocutionary sphere (represented by infinitive how-to clauses, infinitive constructions, declarative sentences in the first person plural and imperative sentences), 3. structures suitable for certain concrete cases only (represented by declarative sentences in the first and third person singular), 4. peripheral structures with minimum frequency (represented by a prepositional phrase, a complex sentence and a subject-nominal predicate sentence). Based on the degree of departing from the ST, there are: 1. structures retaining the semantic components of the ST and displaying a closely related syntactic structure (represented by the resultant types of the nonfinite clause transposition, i.e. infinitive construction and infinitive how-to clause, and the finite clause transposition, i.e. simple declarative sentence and simple imperative sentence), 2. structures retaining the semantic components of the ST but disregarding the TT syntactic structure (represented by the resultant type of the phrase transposition, i.e. noun phrase with a semantically equivalent noun as the head, and by instances where the formal-functional equivalent of the gerundial head was fully or partly transferred to the subtitle), 3. structures involving a smaller or greater degree

of reformulation-restructuralization (represented by all types not falling within groups 1 and 2 above).

Generally, as both the analysis of 3 selected translation solutions exhibiting departures from the ST and the overall evaluation of Czech translation equivalents show, various departures from both semantic and syntactic structure of the ST or even a smaller or greater degree of reformulation-restructuralization is justifiable if the resultant translation solution respects 1. translation factors (content of the whole publication, basic semantic components of the ST, informative and marketing function of the title), 2. linguistic-stylistic factors (stylistic properties, clarity), 3. pragmatic-marketing factors (target addressees, conventions of the TT, marketing properties of the title structure).

## Literature

- Bach, K. and Harnish, R. M. (1979): *Linguistic Communication and Speech Acts*, MIT, Cambridge and London.
- Biber, D. et al. (1999): *Longman Grammar of Spoken and Written English*, Pearson Education, Harlow.
- Chatfield, C. S. (1995): *The Author's Voice and the Reader's Role: An Analysis of Rhetorical Issues in How-to Texts*, University of Washington, Washington, available at <http://www.wisecat.com/thesis/title.htm> [accessed June 2005].
- Chloupek, J. et al. (1991): *Stylistika češtiny*, SPN, Praha.
- Cook, G. (1992): *The Discourse of Advertising*, Routledge, London.
- Čechová, M. et al. (2000): *Čeština – řeč a jazyk*, ISV, Praha.
- Čmejrková, S. (1997): "Jazyk reklamy", in F. Daneš et al. (1997): *Český jazyk na přelomu tisíciletí*, Academia, Praha, pp. 133-145.
- Čmejrková, S. (2000): *Reklama v češtině, čeština v reklamě*, Leda, Praha.
- Dubský, J. (1972): "The Prague Conception of Functional Style", in V. Fried (ed.) (1972): *The Prague School of Linguistics and Language Teaching*, OUP, London, pp. 112-127.
- Dušková, L. et al. (1994): *Mluvnice současné angličtiny na pozadí češtiny*, Academia, Praha.
- Dušková, L. (1999): "An Attempt at a Classification of Irregular Sentences and Nonsentences", *Studies in the English Language*, Part 2, Karolinum, Praha.
- Fairclough, N. (1989): *Language and Power*, Longman, London.
- Harris, E. (1983): "A Theoretical Perspective on 'How To' Discourse", (in P. V. Anderson, R. J. Brockman, C. R. Miller (eds.) (1983), *New Essays in Technical and Scientific Communication: Research, Theory, Practice*, pp. 139-156, Farmingdale, NY, Baywood), in C. S. Chatfield (1995): *The Author's voice and the Reader's role: An Analysis Rhetorical Issues in How-to Texts*, University of Washington, Washington, 1995, <http://www.wisecat.com/thesis/title.htm> [accessed June 2005].
- Hoffmanová, J. (1997): *Stylistika a .....*, Trizonia, Praha.
- Huddleston, R. D. and Pullum, G. K. (eds.) (2002): *The Cambridge Grammar of the English Language*, CUP, Cambridge.



- Karlík, P. et al. (eds.) (2002): *Encyklopedický slovník češtiny*, NLN, Praha.
- Klégr, A. (1996): *The Noun in Translation: A Czech-English Contrastive Study*, Karolinum, Praha.
- Knittlová, D. (2000): *K teorii i praxi překladu*, FF UP, Olomouc.
- Kufnerová, Z. (2003): “Co s titulem literárního díla”, in Z. Kufnerová and Z. Skoumalová (eds.) (2003): *Překládání a čeština*, H&H, Jinočany, pp. 149-152.
- Leech, G. N. (1966): *English in Advertising: A Linguistic Study of Advertising in Great Britain*, Longmans, London.
- Leech, G. N. (1999): *Principles of Pragmatics*, Longman, London.
- Levý, J. (1983): *Umění překladu*, Panorama, Praha.
- Macháčková, E. (1985): “K sémanticko-syntaktické výstavbě novinových titulků”, *Slovo a slovesnost* 46, pp. 215-224.
- Mareš, P. (1982): “O překládání titulu filmového díla”, *Naše řeč* 65, 3, pp. 128-144.
- Marková, M. (1986): “On the Relationship between Gerund and Verbal Noun”, *Philologica Pragensia* 29, pp. 83-91.
- Mathesius, V. (1975): *A Functional Analysis of Present-Day English on a General Linguistic Basis*, Academia, Praha.
- McArthur, T. (ed.) (1992): *The Oxford Companion to the English Language*, OUP, Oxford.
- Mistrík, J. (1985): *Štylistika*, Slovenské pedagogické nakladateľstvo, Bratislava.
- Molina, L. and Albir, A. H. (2002): “Translation Techniques Revisited: A Dynamic and Functionalist Approach”, *Meta* 47, 4, available at <http://www.erudit.org/revue/meta/2002/v47/n4/008033ar.pdf> [accessed November 2005].
- Montes-y-Gómez, M., Gelbukh, A. F., and López-López, A. (1999): “Document Title Patterns in Information Retrieval”, in V. Matoušek et al. (eds.) (1999), *Text, Speech, and Dialogue : Second International Workshop, TSD '99*, Springer, Berlin, pp. 372-375, available at <http://citeseer.ist.psu.edu/cache/papers/cs/15464/http:zSzzSzscseg.inaoep.mxzSz~allopezSzPatternT.pdf/document-title-patterns-in.pdf> [accessed June 2005]
- Müllerová, E. (1989): *Funkční styly a jejich základní žánry v současné komunikaci*, SPN, Praha.

- Petrlíková, J. (2005): *The Status of the Gerund in the System of Modern English Syntax with Respect to its Condensing Function*, FF UK, Praha.
- Pravdová, M. (2002): "K povaze reklamního diskurzu", *Naše řeč* 85, 4, pp. 177-189.
- Quirk, R. et al. (1985): *A Comprehensive Grammar of the English Language*, Longman, London.
- Searle, J. (1969): *Speech Acts: An Essay in the Philosophy of Language*, CUP, Cambridge.
- Searle, J. (1976): "A Classification of Illocutionary Acts", *Language in Society* 5, pp. 1-23.
- Vachek, J. (1990): *A Linguistic Characterology of Modern English*, SPN, Praha.
- Walters, N. J. and Beck, C. E. (1992): "A Discourse Analysis of Software Documentation: Implications for the Profession", *IEEE Transactions on Professional Communication* 35 (3), pp. 156-167, in C. S. Chatfield (1995): *The Author's voice and the Reader's role: An Analysis Rhetorical Issues in How-to Texts*, University of Washington, Washington, 1995, <http://www.wisechat.com/thesis/title.htm> [accessed June 2005].

## Dictionaries

- Cassell Concise Dictionary* (1997), CD-ROM Version 1.00a, Cassell, London.
- Oxford Advanced Learner's Dictionary of Current English* (2002), CD-ROM version, OUP, Oxford.
- Oxford English Dictionary* (1992), 2<sup>nd</sup> edition, CD-ROM version, OUP, Oxford.

## Chief catalogues and databases<sup>64</sup>

- British National Bibliography* (file provided by the British Library).
- Catalogue of the Municipal Library of Prague*, available at <http://www.mlp.cz/>.
- Catalogue of the National Library of the Czech Republic*, available at <http://www.nkp.cz/>.
- Czech National Bibliography*, available at <http://aip.nkp.cz/>.
- Integrated Catalogue of the British Library*, available at <http://www.bl.uk/>.

---

<sup>64</sup> Apart from the sources presented here, I used numerous Internet sources (particularly for the interpretation potentially ambiguous structures) such as abstracts, commercial catalogues, etc.

## Resumé

Předkládaná diplomová práce vychází z pracovního předpokladu, že gerundium (tj. *ing-ová* forma, v níž se snoubí nominální rysy s verbálními) hraje důležitou roli nejen v kontinuálním psaném či mluveném diskurzu, nýbrž i v rámcových složkách textu, zvláště pak titulu. Na základě tohoto předpokladu si klade za úkol provést komplexní analýzu současného anglického gerundiálního titulu s cílem podat jeho:

1. syntakticko-sémantickou charakteristiku;
2. komunikativní charakteristiku;
3. překladové možnosti při převodu do češtiny, tj. typologicky odlišného jazyka postrádajícího gramatickou kategorii gerundia.

Práce se skládá ze čtyř základních oddílů. Úvodní oddíl formuluje základní předpoklady a cíle práce (viz výše), dále popisuje užitou metodologii. Jako reprezentativní zdroj jazykových dat byla zvolena Britská národní bibliografie (dále BNB). Z této databáze byla vytvořena množina knižních titulů splňujících tato kritéria: (a) jazyk publikace – angličtina, (b) místo vydání – Anglie (tzn. nikoliv Velká Británie), (c) rok vydání – 2004, (d) stylová oblast – neumělecké funkční styly (tj. věcně informační a persvazivní funkční styly). Takto vytvořená množina obsahuje 34405 titulů a slouží k získání základních frekvenčních údajů, dále pak ke zmapování syntaktických a sémantických rysů 30 skupin gerundiálních titulů (dále GT-skupin) s nejvyšším počtem titulů.

K provedení komunikativní charakteristiky (viz bod 2. výše), kdy bylo zapotřebí analyzovat knižní titul v kontextu celé publikace, bylo vybráno a popsáno 30 knih, jejichž tituly obsahovaly 30 nejfrekventovanějších gerundiálních řídicích členů (tzn. vždy jeden titul jako zástupce jedné GT-skupiny). Popis těchto publikací vycházel z analýzy vybraných částí a metatextových složek (např. úvodu, předmluvy, resumé, závěru či obsahu) daných publikací.<sup>65</sup>

K překladovému oddílu byly použity všechny zjištěné překlady titulů obsahujících 30 nejfrekventovanějších gerundiálních řídicích členů. Zdrojem zde byla

---

<sup>65</sup> Ze zřejmých důvodů nebylo možné užít pro tuto část práce publikace zastoupené v BNB, proto byly vybrány odpovídající publikace z fondu Národní knihovny České republiky, dále pak z dalších zdrojů dostupných v Praze.

primárně Česká národní bibliografie, dále rovněž online katalogy Národní knihovny České republiky a Městské knihovny v Praze.

Oddíl **Obecná charakteristika** předkládá popisy homonymních forem (ve vztahu ke gerundiu) zakončených sufixem *-ing*, tj. přítomného participia, deverbativního substantiva a verbálního substantiva. Dále mapuje náhledy na gramatickou kategorii gerundia v reprezentativní české a britsko-americké lingvistické literatuře. Přístup předkládané práce je blíže pojetím, která zachovávají tradiční gramatickou kategorii gerundia, odtud i zavedený termín *gerundiální titul*. Tento závěr byl učiněn na základě názoru, že pomocí pojmů *gerundium* a *gerundiální titul* lze přímo a lépe zachytit substantivně-verbální chování projevující se u centra analyzovaných struktur (na rozdíl od obecnějších termínů jako *ing-ová forma*, objevující se v *CGEL*, či *gerundium-participium*, užívaný v *The Cambridge Grammar of the English Language*), a poukázat tak na významný typ knižního titulu.

Část „Formálně funkční charakteristika titulu“ tohoto oddílu zasazuje knižní titul do širšího rámce tzv. *block language*, tzn. nekontinuálního diskurzu užívaného obecně v názvech, novinových titulcích, nápisech apod. a vyznačujícího se disjunktivní gramatickou stavbou, dále pak do užšího rámce tištěné publikace, kde jsou charakterizovány jeho hlavní funkce i vztah mezi hlavním titulem a podtitulem. Do této části je taktéž zasazena strukturní typologie anglických knižních titulů (na základě desetiprocentního vzorku z BNB), z které vyplývá, že gerundiální titul je po titulu realizovaném jmennou frází (85,91 % všech titulů) druhý nejfrekventovanější strukturní typ (7,09 %), následován rozkazovací větou jednoduchou (1,34 %). Závěrečná část tohoto oddílu obsahuje vymezení titulu jakožto strukturního typu.

Oddíl **Rozbor** se skládá ze tří základních částí. V první části, jejímž předmětem je analýza gerundiálních titulů z BNB, jsou před samotnou analýzou předloženy typy ambiguit vyskytujících se ve víceslovných strukturách s počáteční *ing-ovou* formou, jejich příčiny i blokující faktory. Poté následuje komplexní rozbor výsledků z BNB. Z frekvenčních údajů vyplývá, že z celkového počtu 34405 titulů spadajících do neumělecké stylové oblasti má 6,69 % titulů gerundiální formu, což zhruba odpovídá výsledkům strukturní typologie anglických knižních titulů. Frekvenční srovnání hlavních titulů a podtitulů ukazuje, že zde není zásadní rozdíl: v souboru hlavních titulů se vyskytuje 6,69 % gerundiálních konstrukcí, v souboru podtitulů 5,11 %). Soubor

hlavních titulů obsahuje 592 GT-skupin, soubor podtitulů 317. Značné množství GT-skupin vyskytujících se pouze v souboru podtitulů však poukazuje na skutečnost, že soubor podtitulů není pouhou podmnožinou souboru hlavních titulů, nýbrž do jisté míry autonomním systémem.

Soubor gerundiálních titulů získaných z BNB vykazuje několik základních tendencí:

1. relativně vysoké procentuální zastoupení gerundiálního titulu v typologii anglických knižních titulů (ve srovnání s ostatními strukturními typy nerealizovanými jmennou frází) – příčiny lze rozdělit do dvou skupin: (a) příčiny jazykové (snaha o zmírnění nominálnosti titulu, hospodárnost, snadná srozumitelnost apod.) a (b) příčiny pragmatické (vytvoření blízkosti mezi subjekty autora a adresáta, intelektuální přístupnost textu publikace, jasná identifikace v elektronických databázích apod.);
2. relativně vysoké procentuální zastoupení tří GT-skupin s nejvyšším počtem titulů, tj. skupin *understanding*, *making* a *managing* (ve srovnání s ostatními GT-skupinami) – obecnou příčinou je zde vysoká kolokabilita daných gerundiálních řídicích členů a jejich přijatelnost, pokud jde o marketingovou funkci titulu; na konkrétnější rovině jsou již patrné rozdíly: charakteristickým rysem skupiny *understanding* je syntakticko-sémantická jednodušnost všech zastoupených titulů (syntaktický vzorec VO, sémantická třída kognice); kromě obecných vlastností zmíněných výše je zde patrná jasná indikace žánru (typicky jde o učební texty); gerundiální řídicí člen *understanding* může snadno fungovat jako jednotící prvek ediční řady, dále vykazuje stylistickou flexibilitu; zdá se, že tento gerundiální řídicí člen je již na přechodu k ustálené formuli; pro skupinu *making* je naopak typická značná sémanticko-syntaktická různorodost (vyplývající z různosti možné komplementace slovesa *make* i z jeho sémantické obecnosti), což nemalou měrou přispívá k vysoké frekvenci gerundiálního řídicího členu *making*; dalšími důležitými faktory jsou obecně značná frekvence slovesa *make* a jeho stylistické vlastnosti – oba faktory přibližují tituly této skupiny k mluvenému diskurzu; skupina *managing*, která podobně jako skupina *understanding* vykazuje jednotně vzorec VO, je založena na sémanticko-pragmatické kategorii *řízení* (tzn. moci) – tato kategorie je v systému titulů využívána jako součást persvazivní marketingové strategie;
3. malé množství značně frekventovaných gerundiálních řídicích členů oproti vysokému počtu gerundiálních řídicích členů vyskytujících se pouze jednou – z tohoto zjištění lze

usuzovat, že v rámci systému knižních titulů je patrná tendence využívat gerundiální titul jakožto strukturní typ, nikoliv jen omezené množství gerundiálních řídicích členů ve funkci ustálených formulí;

4. vysoký počet GT-skupin založených na gerundiálních řídicích členech s prefixem *re-* – příčinou je zde vysoká produktivita daného prefixu spolu s jeho schopností vyjádřit opětovný přístup k určitému tématu.

Provedený rozbor 30 GT-skupin s nejvyšším počtem titulů z hlediska syntaxe ukazuje, že v souboru zcela dominuje syntaktický typ VO (78,20 %). Centrální syntagma „gerundium + komplementace“ představuje typickou jazykovou strukturu komunikativních komponentů na část vyjadřující poměr k textovému tématu (gerundium) a část obsahující samotné textové téma ve formě klíčového slova (komplementace).

Analyzované struktury obsahují 3 typy koordinace: 1. gerundiální koordinace: (a) syndetická nebo asyndetická koordinace gerundiálních řídicích členů, z nichž každý má svou vlastní komplementaci, (b) řetězec gerundiálních řídicích členů vztahujících se ke stejnému komplementu nebo adverbialnímu určení, (c) koordinace gerundiálních řídicích členů bez další komplementace či modifikace, 2. předmětová koordinace, 3. kombinace gerundiální a předmětové koordinace.

Ze sémantického hlediska vyjadřují centrální struktury aktivní a dynamický přístup ke skutečnosti. Z 12 sémantických slovesných tříd patří k nejvýznamnějším třídy sloves řízení, kognice a tvoření. Z tohoto zjištění lze jasně odvodit hierarchii sémantických oblastí v systému gerundiálních řídicích členů. Mimo obecně nejfrekventovanější zasažený předmět (71,62 %) je velmi častý taktéž předmět vytvořený (22,48 %), což poukazuje na důležitost sémantické kategorie tvoření v systému gerundiálních titulů. Dominantní adverbialní určení je lokalizace (53,55 % všech adverbialních určení). Pokud jde o implikovaný podmět gerundiálních konstrukcí, převládající sémantickou rolí je konatel. Je implikován ve většině gerundiálních titulů a zdůrazněn zvláště v konstrukcích vyjadřujících řízení, tvoření a zkoumání. 22 z 30 nejfrekventovanějších gerundiálních řídicích členů je užito ve více významech (tzn. jsou odvozeny od polysémných sloves). V souboru je taktéž podstatně více gerundiálních řídicích členů s relativně širokým předmětovým rozsahem než členů pokrývajících maximálně dvě předmětové oblasti (poměr je 22 k 8).

Druhá část Rozboru zkoumá (z komunikativní perspektivy) 30 titulů obsahujících 30 nejfrekventovanějších gerundiálních řídicích členů. Po stylistické (funkční) charakteristice 30 vybraných textů následuje analýza zaměřující se na ilokuční charakteristiku gerundiálních titulů, dále pak na persvazivní komponenty vyjádřeného komunikačního efektu. Z komunikativního hlediska fungují analyzované gerundiální tituly jako konstativa a direktiva. Konstativní sféra obsahuje 2 dominantní ilokuční oblasti: deskriptiva a informativa. Pro direktivní sféru je pak typická oblast instruktážních direktiv. Tyto ilokuční tendence však vyjadřují nejen komunikativní charakteristiku gerundiálních titulů, nýbrž také obecné tendence na knižním trhu. Prediktabilita ilokuční sféry závisí jak na sémantice slovesa (od něhož je gerundiální řídicí člen odvozen), tak na jeho pragmatických aspektech. Ve většině případů indikuje aktivaci ilokuční sféry právě gerundiální řídicí člen. Obecně lze konstatovat, že ilokuční transparentnost celého textu je do značné míry spoluutvářena ilokuční transparentností titulu.

Gerundiální titul má obecně zřetelný kooperativní charakter, čehož je docíleno nivelizací asymetrie mezi textovými subjekty autora a adresáta a konstrukcí umělého modelu spolupráce a blízkosti. Vše je umožněno neosobním charakterem gerundia jakožto gramatické kategorie. Všemi těmito rysy proniká zřetelná persvazivní rovina, nicméně přestože se takto tituly velmi blíží diskurzu reklamy, je persvazivní složka značně převážena složkou informační.

Třetí (poslední) část tohoto oddílu zkoumá překladové možnosti při převodu do češtiny, tj. typologicky odlišného jazyka postrádajícího gramatickou kategorii gerundia. V úvodu je pojednáno o relevantních rozdílech mezi češtinou a angličtinou, dále pak o funkční ekvivalenci ve vztahu k překladu gerundiálních titulů. Poté následuje analýza existujících překladových řešení, která se skládá ze dvou částí:

Z výsledků první části, mapující obecné překladové tendence, vyplývá, že v češtině existují 3 základní syntaktické protějšky gerundiálního titulu: jmenná fráze jakožto převládající řešení (60 %), dále infinitivní polovětná vazba holá a infinitivní polovětná vazba uvedená tázacím slovem (20 %) a oznamovací nebo rozkazovací věta jednoduchá (16,29 %). Absence gerundia v českém gramatickém systému si v procesu překladu anglických gerundiálních konstrukcí vynucuje užívání transpozic. Ve zkoumaném souboru byly nalezeny následující transpozice:

1. polovětná transpozice – výsledné typy jsou: (a) infinitivní polovětná vazba holá, (b) infinitivní polovětná vazba uvedená tázacím slovem, (c) infinitivní polovětná vazba uvedená tázacím slovem následující jmennou frází;
2. větná transpozice – výsledné typy jsou: (a) jednoduchá věta oznamovací (i. v první osobě množného čísla, ii. v první osobě jednotného čísla, iii. ve třetí osobě jednotného čísla), (b) jednoduchá věta rozkazovací;
3. frázová transpozice – výsledné typy jsou: (a) jmenná fráze obsahující sémanticky ekvivalentní substantivum jako řídicí člen (vyskytují se zde jak substantiva neverbální, tak verbální), (b) jmenná fráze ustáleného typu (formule) obsahující sémanticky odlišné substantivum jako řídicí člen.

Kromě těchto typů se mezi překladovými řešeními vyskytují rovněž hlavní tituly tvořené pouze ekvivalenty komplementace výchozího textu. Tato řešení je možné rozdělit na dva hlavní typy: 1. tituly, v nichž je formálně-funkční ekvivalent gerundiálního řídicího členu převeden z hlavního titulu do podtitulu, 2. tituly, v nichž ke zmíněnému převedení nedošlo či v nichž byly při překladu provedeny zásadnější změny. Tento postup lze považovat za přijatelný, neboť ztráta informace z hlavního titulu je dostatečně kompenzována v podtitulu a dané struktury respektují pragmatické aspekty titulu (jako základní rámcové složky textu).

Široká škála českých překladových ekvivalentů je výsledkem značného funkčního rozsahu a vnitřní diferenciací anglického gerundiálního titulu na jedné straně a různosti jazykových prostředků, které čeština nabízí k vyjádření funkcí jak gerundiálního titulu, tak (viděno v širším kontextu) knižního titulu obecně, na straně druhé. Podle funkčního rozsahu se v analyzovaném souboru vyskytují 4 strukturní typy: 1. struktury se značně širokým rozsahem (představitelem tohoto typu je zde jmenná fráze), 2. struktury pokrývající primárně jednu ilokuční sféru (představitelem tohoto typu je infinitivní polovětná vazba uvedená tázacím slovem, infinitivní polovětná vazba holá, oznamovací věta jednoduchá v první osobě množného čísla a rozkazovací věta jednoduchá), 3. struktury vhodné pouze pro určité konkrétní případy (představitelem tohoto typu je oznamovací věta jednoduchá v první a třetí osobě jednotného čísla), 4. periferní struktury s minimální frekvencí (představitelem tohoto typu je předložková fráze, souvětí podřadné a neslovesná věta dvojčlenná). Podle míry odchýlení od výchozího textu se v analyzovaném souboru vyskytují 3 typy struktur: 1. struktury,



kteřé zachovávají sémantické složky výchozího textu a vykazují i příbuznou syntaktickou stavbu (představitelem tohoto typu je infinitivní polovětná vazba uvedená tázacím slovem, infinitivní polovětná vazba holá, oznamovací věta jednoduchá a rozkazovací věta jednoduchá), 2. struktury, které zachovávají sémantické složky výchozího textu, ale vykazují odlišnou syntaktickou stavbu (představitelem tohoto typu je jmenná fráze obsahující sémanticky ekvivalentní substantivum jako řídící člen; dále sem lze řadit případy, kdy je formálně-funkční ekvivalent gerundiálního řídícího členu převeden z hlavního titulu do podtitulu), 3. struktury, které ve vztahu ke výchozímu textu vykazují větší či menší míru reformulace-restrukturalizace (tzn. všechny ostatní struktury).

Jak vyplývá z analýzy tří vybraných překladových řešení, která se více či méně odchyľují od výchozího textu, i z celkového zhodnocení českých překladových ekvivalentů, různé druhy odchýlení od výchozího textu jsou z hlediska překladu zcela legitimní, pokud výsledné řešení respektuje:

1. překladové faktory, tj. obsah dané publikace, základní sémantické komponenty výchozího textu, informativní a marketingovou funkci titulu;
2. jazykově-stylistické faktory, tj. stylistické rysy textu originálu, stručnost, srozumitelnost;
3. pragmaticko-marketingové faktory, tj. cílového adresáta, konvence cílového diskurzu, marketingové vlastnosti titulu.

Oddíl **Závěry** podává souborné shrnutí a interpretaci zjištěných výsledků.

Seznam literatury přináší přehled užitých zdrojů. Ty lze podle jejich předmětu rozdělit do několika základních skupin: gramatická stavba angličtiny (s důrazem na kategorii gerundia) a češtiny, funkční stylistika, problematika názvu, teorie mluvních aktů, pragmatika, reklamní diskurz, překlad. Dále byly použity vybrané výkladové slovníky, katalogy a databáze.

Práci uzavírají **Dodatky**, skládající se ze dvou částí: tištěná část předkládá soubor 30 GT-skupin s nejvyšším počtem titulů, seznamy koordinací, seznamy gerundiálních řídících členů nevyskytujících se v souboru hlavních titulů či podtitulů, dále pak stylistickou charakterizaci 30 vybraných textů, citované dopisy z britských nakladatelství a seznam překladových řešení; část zaznamenaná na přiloženém CD-ROMu obsahuje vyhotovenou typologii anglických knižních titulů (tzn. seznamy

konkrétních struktur rozdělených podle strukturních typů), seznamy všech gerundiálních hlavních titulů, podtitulů i jejich párů, syntakticko-sémantickou charakteristiku 30 GT-skupin s nejvyšším počtem titulů a soubor se záznamy z BNB. Cílem všech dodatků je mimo názorné funkce rovněž umožnit kontrolu předkládaných výsledků a jejich interpretací.

## Appendices

This section contains the following 8 appendices:

Appendix 1 – 30 GT-groups with the highest number of titles

Appendix 2 – Coordination in main titles

Appendix 3 – Coordination in subtitles

Appendix 4 – Gerundial heads not occurring in main titles

Appendix 5 – Gerundial heads not occurring in subtitles

Appendix 6 – Stylistic characterization of 30 selected texts

Appendix 7 – Cited letters from British publishing houses

Appendix 8 – Translation solutions

Moreover, there are 6 appendices on the enclosed CD-ROM:

CD Appendix 1 – English title typology (concrete representatives)

CD Appendix 2 – Gerund main titles (total)

CD Appendix 3 – Gerund subtitles (total)

CD Appendix 4 – Gerund pairs (main titles and subtitles)

CD Appendix 5 – Syntactic-semantic characterization of 30 GT-groups with the highest number of titles

CD Appendix 6 – BNB citations (total)

## Appendix 1: 30 GT-groups with the highest number of titles

Building a dynamic Europe : the key policy debates  
Building a good life for older people in communities : the experience of ageing in time and place  
Building an electronic resource collection : a practical guide  
Building an ice hotel  
Building applications and components with Visual Basic .NET  
Building bridges  
Building change : architecture, politics and cultural agency  
Building choice and responsibility : a radical agenda for Housing Benefit  
Building evaluation capacity : 72 activities for teaching and training  
Building great customer experiences  
Building high-tech clusters : Silicon Valley and beyond  
Building Jerusalem : the rise and fall of the Victorian city  
Building learning communities  
Building links : for improved sanitation in poor urban settlements ; recommendations from research in Southern Africa  
Building on brownfield sites : identifying the hazards  
Building our common future : policy challenges and budgetary means of the enlarged European Union, 2007-13  
Building plank-on-frame ship models  
Building scalable network services : theory and practice  
Building shelters, fences and jumps : a practical introduction for horse owners  
Building sustainability in the balance : promoting stakeholder dialogue  
Building the mutual state : findings from the virtual thinktank [www.themutualstate.org](http://www.themutualstate.org)  
Building the new managerialist state : consultants and the politics of public sector reform in comparative perspective  
Building the steam navy : dockyards, technology and the creation of the Victorian Battle-fleet, 1830-1906

Buying a home in France 2003-04 : a survival handbook  
Buying a home in France 2005 : a survival handbook  
Buying a home in France for dummies  
Buying a house in Portugal  
Buying a house on the Mediterranean  
Buying a new yacht : the legal aspects  
Buying a property abroad  
Buying a secondhand yacht : the legal aspects  
Buying and renovating a property in France  
Buying and selling a home for dummies  
Buying & selling antiques : insider knowledge and trade tips to help you make money from your hobby  
Buying & selling your house  
Buying bargains at property auctions  
Buying for business : insights in purchasing and supply management  
Buying homes in radon-affected areas  
Buying private companies and business assets  
Buying property abroad

Coping successfully with ulcerative colitis  
Coping with alopecia  
Coping with a mid-life crisis : help for those experiencing a mid-life crisis and their families  
Coping with blushing  
Coping with depression  
Coping with depression in young people : a guide for parents  
Coping with Down's syndrome  
Coping with dyspraxia  
Coping with families  
Coping with gout  
Coping with life  
Coping with Polycystic Ovary Syndrome  
Coping with redundancy : middle-aged and redundant, stuck in a rut, job seeking  
Coping with schizophrenia : a guide for patients, families and carers  
Coping with teenage stress  
Coping with your emotions

Creating a customer focus  
Creating a learning and development strategy : the HR business partner's guide to developing people  
Creating a learning culture : strategy, technology, and practice  
Creating citizens : political education and liberal democracy  
Creating e-portfolios using PowerPoint : a guide for educators  
Creating health : how to attain perfect health and feel ever youthful  
Creating the British Galleries at the V&A : a study in museology  
Creating insecurity : realism, constructivism, and US security policy  
Creating knowledge based organizations  
Creating positive classrooms  
Creating space for strangers : thinking afresh about mission and the church

Creating teams with an edge : the complete skill set to build powerful and influential teams  
Creating the right balance : delivering fieldwork for effective 16-19 ecology teaching  
Creating uncommon worship : transforming the liturgy of the Eucharist  
Creating value through international strategy  
Creating value with knowledge : insights from the IBM Institute for Business Value  
Creating your first garden

Dealing with bullies  
Dealing with bullies : a gospel response to the social disease of adult bullying  
Dealing with bullying  
Dealing with bullying in schools : a training manual for teachers, parents and other professionals  
Dealing with crime  
Dealing with debt : how to wind up a company that owes you money  
Dealing with depression : practical steps to understanding and overcoming it  
Dealing with destabilizing 'market discipline'  
Dealing with disaffection : young people, mentoring and social inclusion  
Dealing with dominance : the experience of national competition authorities  
Dealing with financial risk  
Dealing with homelessness  
Dealing with racism  
Dealing with revenue enquiries and investigations  
Dealing with stress : how to improve the way you work  
Dealing with terrorism : stick or carrot?

Designing a more inclusive world  
Designing a Microsoft Windows Server 2003 active directory and network infrastructure  
Designing and creating water gardens  
Designing and developing scalable IP networks  
Designing and implementing software for financial instrument pricing  
Designing better buildings : quality and value in the built environment  
Designing borders  
Designing CDMA 2000 systems  
Designing democracy : EU enlargement and regime change in post-communist Europe  
Designing DVD menus  
Designing educational technologies with users  
Designing experiments and analyzing data : a model comparison perspective  
Designing federalism : a theory of self-sustainable federal institutions  
Designing financial systems in east Asia and Japan  
Designing for accessibility  
Designing real-time high-performance video and image processing systems : based on FPGAs and DSPs  
Designing resistance training programs  
Designing security for a Microsoft Windows Server 2003 network  
Designing sociable robots  
Designing technologies to support creativity and collaboration  
Designing water gardens  
Designing with solar power : a sourcebook for building integrated photovoltaics

Developing academic library staff for future success  
Developing a constitution for Europe  
Developing a framework for vocational rehabilitation : qualitative research  
Developing a performance profile for local authority cultural services  
Developing adoption support and therapy : new approaches for practice  
Developing an annuity market in Europe  
Developing and managing portfolios : good practice guide  
Developing and managing talent  
Developing collaborative relationships in interagency child protection work  
Developing disability weights in the European Disability Weights Project - the English contribution  
Developing effective 16-19 teaching skills  
Developing good practice in children's services  
Developing high performance teams  
Developing hospitality properties and facilities  
Developing identification, referral and tracking systems : an evaluation of the processes undertaken by trailblazer authorities  
Developing in two languages : Korean children in America  
Developing information sharing and assessment systems  
Developing innovation in online learning : an action research framework  
Developing intelligent agent systems : a practical guide  
Developing learning in early childhood  
Developing managers : a European perspective  
Developing meaning in action : (re)constructing the process of embedding corporate social responsibility (CSR) in companies  
Developing new technologies for young children  
Developing new vocational pathways : final report on the introduction of new GCSEs

Developing primary science  
Developing resilient learners  
Developing science : developing scientific skills and knowledge. Year 5.  
Developing science : developing scientific skills and knowledge. Year 6.  
Developing skills in writing for KS3 tests  
Developing strategies for international business : the WRAP process  
Developing the emotionally literate school  
Developing the independent learner  
Developing the knowledge economy : an agenda for local government  
Developing the picture : Queen Alexandra and the art of photography  
Developing visionary leadership  
David Bellamy's developing your watercolours

Doing an undergraduate project  
Doing business with Bahrain  
Doing business with Croatia  
Doing business with Jordan  
Doing business with Kazakhstan  
Doing business with Kuwait  
Doing business with Russia  
Doing business with Russia's electric energy sector  
Doing business with Serbia & Montenegro  
Doing business with Slovakia  
Doing business with Slovenia  
Doing business in the Middle East : politics and economic crisis in Jordan und Kuwait  
Doing business with the Republic of Cyprus  
Doing business with Ukraine  
Doing educational research : a guide to first-time researchers  
Doing honest work in college : how to prepare citations, avoid plagiarism, and achieve real academic success  
Doing it for themselves : focus on learning strategies and vocabulary building  
Doing our own thing : the degradation of language and music and why we should, like, care  
Doing prison work : the public and private lives of prison officers  
Doing research in the real world  
Doing research with children and young people  
Doing Shakespeare  
Doing social psychology research  
Doing social science research  
Doing the doors : a life on the door  
Doing the duty of the parish : surveys of the church in Hampshire 1810  
Doing therapy briefly  
Doing your masters dissertation : realizing your potential as a social scientist

Exploring 3D animation with Maya 5  
Exploring an early English village : Norman and Saxon Sedgeford  
Exploring architecture : buildings, meaning and making  
Exploring Britain : the complete touring companion  
Exploring civil society : political and cultural contexts  
Exploring cognitive development : the child as problem solver  
Exploring colour photography : a complete guide  
Exploring corporate strategy  
Exploring direct and customer relationship marketing  
Exploring emotions  
Exploring environmental issues : an integrated approach  
Exploring flowers in watercolour : techniques & images  
Exploring God-talk : using language in religion  
Exploring new paths : emotional and spiritual growth for women at midlife  
Exploring older people's views  
Exploring PRINCE 2 : how to put together a project brief and deliver a successful project  
Exploring science : access pack 7-9  
Exploring science : Copymaster file 5  
Exploring science : Copymaster file 6  
Exploring science : Pupil's book 6  
Exploring science : Teacher's guide 5  
Exploring science : Teacher's guide 6  
Exploring science : Teacher's guide 7  
Exploring science : Teacher's guide 8  
Exploring science : Teacher's guide 9  
Exploring seaside towns  
Exploring space  
Exploring strategic change  
Exploring subregional conflict : opportunities for conflict prevention  
Exploring sustainable development : geographical perspectives  
Exploring the shore in Northumberland and Berwickshire

Exploring the role of analytical scale in archaeological interpretation  
Exploring the tomato : transformations of nature, society and economy  
Exploring time and place through play : foundation stage, Key Stage 1  
Exploring villages  
Exploring ways to involve users in shaping motor neurone disease services

Getting a job in Australia : a step-by-step guide to finding work down under  
Getting a job in Canada : find the right job and secure a great new lifestyle  
Getting around  
Getting back to work after brain injury  
Getting back to work : a guide for women returners  
Getting business moving : a transport survey  
Getting colour right : the complete guide to colour correction  
Getting free publicity : the secrets of successful press relations  
Getting health reform right : a guide to improving performance and equity  
Getting into America : the immigration guide to finding a new life in the USA  
Getting into American universities  
Getting into art & design courses  
Getting into Australia : the complete immigration guide to gaining a short or long-term visa  
Getting into Canada : how to make a successful application for permanent residence  
Getting into films & television  
Getting into law  
Getting into medical school : 2005 entry  
Getting into physiotherapy courses  
Getting into psychology  
Getting it right : economics and the security of support  
Getting married abroad : a practical guide to overseas weddings  
Getting married abroad : the complete guide to wedding packages  
Getting more pupils to level 5 in science. Part 2, Resource pack for participants  
Getting more pupils to level 5 in science. Part 2, Resource pack for tutors  
Getting on in Camden : an information guide about services and activities available for older people  
Getting rich your own way : achieve all your financial goals faster than you ever thought possible  
Getting serious about play : a review of children's play  
Getting started as a writer : how to become a professional writer  
Getting started in farm management accounting. Part 1, Using the farm accounts to point the way  
Getting started in farm management accounting. Part 2, Mapping out a farming future  
Getting started in Java  
Getting started in knowledge management : concise guidance for construction consultants and contractors  
Getting started on a bicycle  
Getting the balance right : implementing standards of conduct in public life : issues and questions paper  
Getting the best from your 35mm SLR camera  
Getting the best from your builder  
Getting the buggers to think  
Getting the buggers to write 2  
Getting the most from your computer : a practical guide for older home users  
Getting to grips with manual handling : a short guide  
Getting to know your goldfish : an illustrated guide to pet care for loving owners  
Getting to know your hamster : an illustrated guide to pet care for young owners  
Getting to know your kitten : an illustrated guide to pet care for new owners  
Getting to know your puppy : an illustrated guide to pet care for new owners  
Getting to mañana  
Getting your little darlings to behave  
Getting your site right : industrial and commercial pollution prevention

Going away with the senior section  
No going back : buying abroad  
No going back : journey to Mother's Garden  
Going Buddhist : panic and emptiness, the Buddha and me  
Going for self-employment : how to set up and run your own business  
Going solo  
Going the Whiteman's way : kinship and marriage among Australian Aborigines  
Going to live in Australia : your practical guide to living & working in Oz  
Going to live in New Zealand  
Going to live in Paris : how to live and work in France's great capital  
Going to live on the Costa del Sol : a practical guide to a new life  
Going to school  
Going to school  
Going to the dentist  
Going to the doctor  
Going to war in ancient Egypt  
Going to war in ancient Greece  
Going to war in Victorian times  
Going to war in Viking times

Going to war in World War One  
Going under cover  
Going up! : the no-worries guide to secondary school  
Going virtual : distributed communities in practice  
Going with the grain : travels for the love of bread

Growing  
Growing  
Growing and changing  
Growing bulb vegetables  
Growing, cooking & eating vegetables  
Growing fruit & vegetables on a bed system without using chemicals  
Growing herbs : designing, planting and growing : a practical guide  
Growing leaders : reflections on leadership, life and Jesus  
Growing older in Europe  
Growing old in the Middle Ages : winter clothes us in shadow and pain  
Growing public : social spending and economic growth since the eighteenth century  
Growing public : social spending and economic growth since the eighteenth century. Vol. 2, Further evidence  
Growing shoots, peas and beans  
Growing things  
Growing together in Christ  
Growing together : personal relationships across the lifespan  
Growing up : from child to adult  
Growing up in Europe today  
Growing up in Wigan 1930 - 1950  
Growing up with Lucy : how to build an android in twenty easy steps  
Growing up with two languages : a practical guide

Improving assessment practice : a reference guide for NVQ assessors  
Improving assessment through student involvement : practical solutions for higher and further education teaching and learning  
Improving behaviour  
Improving behaviour and raising self-esteem. 2, Walking the talk  
Improving cancer services through patient involvement  
Improving construction cooperation : new theoretical insights into how and why  
Improving learning in secondary English  
Improving outcomes in chronic heart failure : specialist nurse intervention from research to practice  
Improving people performance in construction  
Improving schools through teacher leadership  
Improving secondary science teaching  
Improving student learning : theory, research and scholarship : proceedings of the 2003 11th international symposium  
Improving the effectiveness of the helping professions : an evidence-based approach to practice  
Improving the evaluation of therapeutic interventions in multiple sclerosis : development of a patient-based measure of outcome  
Improving the quality of East and West European public services  
Improving your business communications : overcoming language and cultural barriers in business (a guide for exporters)

Learning about community : Oxford House in Bethnal Green, 1940-48  
Learning about Islam : A pressing need of our times  
Learning about teaching from teachers : realizing the potential of school-based initial teacher education  
Learning brokerage in the workplace : building bridges between learners and providers  
Learning brokerage in the workplace : some preliminary reflections  
Learning citizenship : practical teaching strategies for secondary schools  
Learning Exchange Server 2003  
Learning for innovation in the global knowledge economy : a European and South-East Asian perspective  
Learning for life : the foundations of lifelong learning  
Learning from comparative public policy : a practical guide  
Learning how to study again : a practical guide to study skills for mature students returning to education or distance learning  
Learning Italian in Italy  
Learning mathematics : issues, theory and classroom practice  
Learning online : a guide to success in the virtual classroom  
Learning on the net : a practical guide to enhancing learning in primary classrooms  
Learning on the quick and cheap : gains from trade through imported expertise  
Learning science outside the classroom  
Learning SQL : a step by step guide using Access  
Learning support units : principles, practice and evaluation  
Learning the rule of the road : a guide for skippers and crews of small craft  
Learning the word : a made easy handbook on studying the Bible  
Learning through listening  
Learning through the workplace : a guide to work-based learning  
Learning to be employable : new agendas on work, responsibility, and learning in a globalizing world



Learning together, leading together : changing schools through professional learning communities  
Learning to lead in the secondary school : becoming an effective head of department  
Learning to lead together : the promise and challenge of sharing leadership  
Learning to live together : preventing hatred and violence in child and adolescent development  
Learning to pass Complete CLAIT Plus using Office 2000  
Learning to pass Complete CLAIT Plus using Office XP  
Learning to read Pinyin romanization and its equivalent in Wade-Giles : a practical course for students of Chinese  
Learning to ride  
Learning to sail : in dinghies or yachts ; a no-nonsense guide for beginners of all ages  
Learning to talk  
Learning to talk : corporate citizenship and the development of the UN Global Compact  
Learning to teach history in the primary school  
Learning to teach mathematics in the secondary school  
Learning to teach physical education in the secondary school : a companion to school experience  
Learning to teach science in the secondary school  
Learning to use Office XP for New CLAIT & CLAIT Plus : electronic communication skills  
Learning with colleagues : an action guide for peer consultation  
Learning with digital technologies in museums, science centres and galleries  
Learning without limits

Living and dying with cancer  
Living and eating  
Living & working in America : the complete guide to a successful short or long-term stay  
Living & working in France = Chez vous en France  
Living and working in France 2005 : a survival handbook  
Living and working in Hong Kong : the complete, practical guide to expatriate life in China's gateway  
Living and working in Spain  
Living and working in the European Union  
Living at the coast  
Living by lakes  
Living by rivers  
Living by the ninth green : Dawlish Warren  
Living by the truth, in freedom : from the Hermitage  
Living druidry : magical spirituality for the wild soul  
Living for God's pleasure : the fruit of the Spirit  
Living history  
Living history : memoirs  
Living in a contaminated world : community structures, environmental risks and decision frameworks  
Living in cities  
Living in fear : child soldiers and the Tamil Tigers in Sri Lanka  
Living in harsh lands  
Living in space  
Living in the mountains  
Living in the spiritual zone : 10 steps to change your life and discover your truth  
Living in Utopia : New Zealand's intentional communities  
Living Kabbalah  
Living knowledge : the dynamics of professional service work  
Living life with diabetes  
Living longer : ageing, development and social protection  
Living love : restoring hope in the church  
Living on other worlds  
Living on islands  
Living on the lake in prehistoric Europe : 150 years of lake-dwelling research  
Living the brand : how to transform every member of your organization into a brand champion  
Living the creative life : 10 steps to success in your life and career  
Living the GI diet  
Living through a natural disaster  
Living with a rescued dog  
Living with Alzheimer's disease  
Living with autism  
Living with germs : in sickness and in health  
Living with kindness : the Buddha's teaching on Metta  
Living with nature  
Living with the Devil's angels  
Living with the virus : a scrutiny of HIV services in London, March 2004  
Living with urban environmental health risks : the case of Ethiopia  
Living Zen

Looking after mini : how to extend the life of a 20th century icon  
Looking after my balls  
Looking after my horse  
Looking after your body : an owner's guide to successful ageing  
Looking after your computer for the older generation

Looking at cities  
 Looking at life sharing memories : learning in groups through oral history ; a toolkit  
 Looking at paintings : an introduction to fine art for young people  
 Looking at people  
 Looking back at the cold war  
 Looking behind the logo : the global supply chain in the sportswear industry  
 Looking for La Bomba : the Cuban adventures of a musical oaf  
 Looking for sex in Shakespeare  
 Looking for Spinoza : joy, sorrow, and the feeling brain  
 Looking forward : health as a business management issue in the 21st century  
 Looking north : northern England and the national imagination  
 Looking up in Edinburgh : Edinburgh as you have never seen it before

Making a book  
 Making a claim to an employment tribunal  
 Making a difference? : exploring the impact of multi-agency working on disabled children with complex health care needs  
 Making a European welfare state? : convergences and conflicts over European social policy  
 Making and manipulating marionettes  
 Making babies : stumbling into motherhood  
 Making better use of supermarket sites : the London Plan (Spatial Development Strategy for Greater London)  
 Making breastfeeding a reality : sharing good practice and strategies that work  
 Making cities work  
 Making common sense common practice : models for manufacturing excellence  
 Making community participation meaningful : a handbook for development and assessment  
 Making connections : a strategic approach to academic reading  
 Making connections : developing inclusive leisure in policy and practice  
 Making connexions in further education : guidelines for developing effective partnerships between FE colleges & Connexions  
 Making connections in primary mathematics  
 Making death thinkable  
 Making direct payments work : identifying and overcoming barriers to implementation  
 Making divorce work : in 12 easy steps  
 Making dyslexia work for you : a self-help guide  
 Making English morals : voluntary association and moral reform in England 1787-1886  
 Making European space : mobility, power and territorial identity  
 Making formative assessment work : effective practice in the primary classroom  
 Making foundation degrees work : nine case studies reflecting the experience of SEEC institutions of implementing foundation degrees  
 Making Friday the 13th : the legend of camp blood  
 Making friends with Hitler : Lord Londonderry and Britain's road to war  
 Making friends with Hitler : Lord Londonderry, the Nazis and the road to war  
 Making globalization good : the moral challenges of global capitalism  
 Making good : the inspiring story of serial entrepreneur, maverick and restaurateur  
 Making government manageable : executive organization and management in the twenty-first century  
 Making history : an introduction to the history and practices of a discipline  
 Making inclusion work for children with dyspraxia : practical strategies for teachers  
 Making Israel : the clash of histories  
 Making it big in the movies  
 Making it home : a child's-eye view of life as a refugee  
 Making it happen : the northern way  
 Making it happen : urban renaissance and prosperity in our core cities : a tale of eight cities  
 Making it in British medicine : essential guidance for international doctors  
 Making it in the 21st century : a socio-economic survey of crafts activity in England and Wales, 2002-03  
 Making it work : the keys to success for young people living independently  
 Making kimono & Japanese clothes  
 Making knowledge work : how to maximise the value of portals, collaboration and information systems  
 Making kumihimo : Japanese interlaced braids  
 Making latex clothes  
 Making leather handbags : inspirational designs with step-by-step instructions and 9 pull-out master patterns  
 Making London better for all children and young people : the Mayor's children and young people's strategy  
 Making magic : religion, magic, and science in the modern world  
 Making martyrs in late antiquity  
 Making mathematics count : the report of Professor Adrian Smith's inquiry into post-14 mathematics education  
 Making money from a second home : a practical guide to buying and managing a property for long lets, holiday lets, or university accommodation  
 Making movies with Final cut express  
 Making music on the Apple Mac  
 Making music with your computer : record your own music on CD  
 Making needlework accessories embroidered with beads  
 Making pictures : the craft of photography  
 Making place : state projects, globalisation and local responses to China  
 Making polymer clay cards & tags

Making realism work : realist social theory and empirical research  
 Making sense of change management : a complete guide to the models, tools & techniques of organizational change  
 Making sense of children's drawings  
 Making sense of grammar  
 Making sense of intellectual capital : designing a method for the valuation of intangibles  
 Making sense of leasehold property  
 Making sense of media : key texts in media and cultural studies  
 Making sense of sexual consent  
 Making sense of the Bible  
 Making sense of the New Testament : three crucial questions  
 Making Shakespeare : the pressures of stage and page  
 Making simple CFAs a reality : a summary of responses to the consultation paper 'Simplifying conditional fee agreements' and proposals for reform  
 Making sounds  
 Making space for water : developing a new government strategy for flood and coastal erosion risk management in England  
 Making technology work : applications in energy and the environment  
 Making the ask  
 Making the big leap : learn to be your own life coach  
 Making the game : Triple H's approach to a better body  
 Making the international : economic interdependence and political order  
 Making the modern garden  
 Making the new police complaints system work better : draft statutory guidance  
 Making the planning system accessible to everyone : good-practice guidance on access to and charging for planning information  
 Making the running : a racing life  
 Making the UK safer : detecting and decontaminating chemical and biological agents  
 Making valuing people work : strategies for change in services for people with learning disabilities  
 Making waves : sound  
 Making waves : water travel past and present  
 Making wirecraft cards  
 Making words sing : nineteenth- and twentieth-century song  
 Making your plans sustainable : a London guide

Managing acquisitions in library and information services  
 Managing a crisis : a practical guide  
 Managing a diverse workforce  
 Managing a quality service  
 Managing and maintaining a Microsoft Windows Server 2003 environment  
 Managing and settling ethnic conflicts : perspectives on successes and failures in Europe, Africa and Asia  
 Managing Asperger Syndrome at college and university : a resource for students, tutors and support services  
 Managing bipolar affective disorder  
 Managing Britain's marine and coastal environment : towards a sustainable future  
 Managing business ethics : straight talk about how to do it right  
 Managing business interfaces : marketing, engineering and manufacturing perspectives  
 Managing change : a strategic approach to organisational dynamics  
 Managing change across corporate cultures  
 Managing change / changing managers  
 Managing change for success  
 Managing children's behaviour  
 Managing chronic disease : what can we learn from the US experience?  
 Managing complex I.S. projects : case studies in multi-national information systems implementation  
 Managing complex mergers : real world lessons in implementing successful cross-cultural Mergers and acquisitions  
 Managing conflict in facility siting : an international comparison  
 Managing costs in IT  
 Managing digital switchover  
 Tolley's managing e-mail and Internet use  
 Managing endodontic failure in practice  
 Managing engineering design  
 Managing environment and resources  
 Managing epilepsy with women in mind  
 Managing finance : a socially responsible approach  
 Managing financial difficulties and insolvency in charities  
 Managing front line practice in social work  
 Managing global legal systems  
 Managing high risk sex offenders in the community : a psychological approach  
 Managing home build & renovation : a step-by-step guide to supervising your own building projects  
 Managing human resources  
 Managing human resources in Africa  
 Managing human resources in cross-border alliances  
 Managing in health and social care : essential checklists for frontline staff  
 Managing in virtual organizations  
 Managing information

Managing information : core management  
 Managing information in a complex organisation  
 Managing information services  
 Managing labour in small firms  
 Managing mathematical projects - with success!  
 Managing meningococcal disease (septicaemia or meningitis) in higher education institutions  
 Managing multiple debts : experiences of county court administration orders among debtors, creditors and advisors  
 Managing noise and vibration at work : a practical guide to assessment, measurement and control  
 Managing outsourcing in library and information services  
 Managing patients with pre-existing respiratory disease  
 Managing people  
 Managing people across cultures  
 Managing people, teams and service  
 Managing police performance : a practical guide to performance management  
 Managing preservation for libraries and archives : current practice and future developments  
 Managing public sport and leisure services  
 Managing quality : an integrative approach  
 Managing risk in healthcare : law and practice  
 Managing risk in nonprofit organizations : a comprehensive guide  
 Managing risks : the HR contribution  
 Managing risk : technology and communications  
 Managing sex offender risk  
 Managing sickness absence and return to work : an employers' and managers' guide  
 Managing social housing : modernization, reinvention and management reform  
 Managing soil quality : challenges in modern agriculture  
 Managing soil without using chemicals  
 Managing strategic airline alliances  
 Managing teacher workload : work-life balance and wellbeing  
 Managing the British Empire : the Crown Agents, 1833-1914  
 Managing the careers of professional knowledge workers  
 Managing the curriculum for children with severe motor difficulties : a practical approach  
 Managing the dissemination of price sensitive information  
 Managing the future : foresight in the knowledge economy  
 Managing the information technology resource : leadership in the information age  
 Managing the risk of workplace stress : health and safety hazards  
 Managing the supply chain : the definitive guide for the business professional  
 Managing to change? : British workplaces and the future of work  
 Managing water conflict : Asia, Africa and the Middle East  
 Managing water resources past and present  
 Managing Web projects : the management of large projects and programmes for Web-space delivery  
 Managing wetlands : an ecological economics approach  
 Managing your Internet and intranet services : the information professional's guide to strategy  
 Managing your time

Measuring a communicating success in healthcare  
 Measuring and auditing broiler welfare  
 Measuring and comparing world cities  
 Measuring and modeling the universe  
 Measuring biological diversity  
 Measuring customer service effectiveness  
 Measuring effectiveness : evaluation in education for sustainable development  
 Measuring health : a review of quality of life measurement scales  
 Measuring immunity : basic biology and clinical assessment  
 Measuring intelligence : facts and fallacies  
 Measuring market integration : foreign exchange arbitrage and the Gold Standard 1874-1913  
 Measuring political risk : risks to foreign investment  
 Measuring progress : enabling children in care to fulfil their educational potential  
 Measuring quality in planning : managing the performance process  
 Measuring success : a guide to evaluating school grounds projects  
 Measuring success in the learning and skills sector  
 Measuring tax efficiency : a tax optimality index  
 Measuring the impact of information and knowledge management on the bottom line  
 Measuring the value of differentiation in the UK monthly savings market  
 Measuring trend output : how useful are the great ratios?

Modeling aggregate behavior and fluctuations in economics : stochastic views of interacting agents  
 Modelling and acting for kids  
 Modeling complex systems  
 Modelling consumer acceptance probabilities  
 Modelling corporate tax liabilities using company accounts  
 Modelling in industrial maintenance and reliability "Impacting on practice" : proceedings of MIMAR2004  
 Modelling Irish railways  
 Modelling IS heavy tanks

Modelling methods for energy in buildings  
 Modelling money demand in the Dominican Republic  
 Modelling non-stationary economic time series : a multivariate approach  
 Modelling opacity using Petri nets  
 Modelling Panzer crewmen of the Heer  
 Modelling prices in competitive electricity markets  
 Modeling reality : how computers mirror life  
 Modeling socioeconomic evolution and continuity in ancient Egypt : the value and limitations of zooarchaeological analyses  
 Modeling stochastic relative preferences  
 Modelling the De Havilland Mosquito  
 Modelling the impact of services brand extensions on corporate image  
 Modelling the Jagdpanzer 38t 'Hetzer'  
 Modelling the long run determinants of private investment in Senegal  
 Modelling the Matilda infantry tank  
 Modelling the P-47 Thunderbolt  
 Modelling the SdKfz 251 half-track  
 Modelling US tank destroyers of World War II

Reading and understanding annual reports : a guide for investors and businesspeople  
 Reading and understanding research  
 Reading Benjamin's Arcades  
 Reading Bernstein, researching Bernstein  
 Reading Buddhist art : an illustrated guide to Buddhist signs and symbols  
 Reading Chekhov : a critical journey  
 Reading Cicero : genre and performance in late republican Rome  
 Reading economic geography  
 Reading images : the grammar of visual design  
 Reading Lolita in Tehran : a story of love, books and revolution  
 Reading Paradise lost  
 Reading sex in the eighteenth century : bodies and gender in English erotic culture  
 Reading the body in the eighteenth-century novel  
 Reading the material theatre  
 Reading the roots : American nature writing before Walden  
 Reading the text that isn't there : paranoia in the nineteenth-century American novel  
 Reading the world : global literature, feminism and the politics of education  
 Reading your Bible : a starter's guide  
 Reading Zechariah : the allegorical tradition of biblical interpretation through the commentaries of Didymus the Blind and Theodore of Mopsuestia

Rethinking Britain and Europe : plurality elections, party management and British policy on European integration  
 Rethinking chess pieces  
 Rethinking civilizational analysis  
 Rethinking cultural policy  
 Rethinking dance history : a reader  
 Rethinking Durkheim and his tradition  
 Rethinking ethnicity : majority groups and dominant minorities  
 Rethinking European Union foreign policy  
 Rethinking families  
 Rethinking homicide : exploring the structure and process underlying deadly situations  
 Rethinking marketing : developing a new understanding of markets  
 Rethinking marriage and kinship  
 Rethinking military history  
 Rethinking orientalism : women, travel and the Ottoman harem  
 Rethinking parent and child conflict  
 Rethinking pension reform  
 Rethinking religious education and plurality : issues in diversity and pedagogy  
 Rethinking R.G. Collingwood : philosophy, politics and the unity of theory and practice  
 Rethinking sentencing : a contribution to the debate : a report from the Mission and Public Affairs Council  
 Rethinking social theory  
 Rethinking strategic learning  
 Rethinking the Mediterranean  
 Rethinking the nature of war  
 Rethinking the rise and fall of apartheid : South Africa and world politics  
 Rethinking the school curriculum : values, aims and purposes  
 Rethinking the welfare state : the political economy of pension reform  
 Rethinking urban transport after modernism : lessons from South Africa  
 Rethinking war and peace  
 Rethinking what works with offenders : probation, social context and desistance from crime

Talking about adoption : a guide for parents by adoption  
 Talking about alcohol : asks and answers the questions  
 Talking about drugs : asks and answers the questions

Talking about eating disorders  
Talking about lupus : what to do and how to cope  
Talking about stepfamilies  
Talking anarchy  
Talking guitars  
Talking politics in Japan today  
Talking science  
Talking shop : over 5,000 business quotes to help you through your working day  
Talking to the audience : Shakespeare, performance, self  
Talking to tweenies : getting it right before it gets rocky with your 8-12 year old  
Talking with computers : explorations in the science and technology of computing  
Talking with the new dragons : fast track to trading successfully with China

Teaching and learning algebra  
Teaching and learning a second language : a review of recent research  
Teaching and learning communication skills in medicine  
Teaching and learning design and technology : a guide to recent research and its applications  
Teaching and learning English : a guide to recent research and its applications  
Teaching and learning English literature  
Teaching and learning history  
Teaching British broadcasting since 1990  
Teaching business sustainability  
Teaching citizenship in primary schools  
Teaching drama and theatre in the secondary school : classroom projects for an integrated curriculum  
Teaching English : a handbook for primary and secondary school teachers  
Teaching English abroad  
Teaching English and character education  
Teaching information skills : theory and practice  
Teaching kids to read for dummies  
Teaching library media skills in grades K-6 : a how-to-do-it manual for librarians  
Teaching literacy across the primary curriculum  
Teaching mathematics : a handbook for primary and secondary school teachers  
Teaching mathematics to deaf children  
Teaching science to children : an inquiry approach  
Teaching secondary mathematics with ICT  
Teaching secondary science  
Teaching thinking : philosophical enquiry in the classroom  
Teaching tricky science concepts  
Teaching TV soaps  
Teaching world cinema  
Teaching world civilization with joy and enthusiasm

Thinking about consciousness  
Thinking about crime : sense and sensibility in American penal culture  
Thinking about feeling : contemporary philosophers on emotions  
Thinking about God and morality  
Thinking and feeling  
Thinking and learning with ICT : raising achievement in primary classrooms  
Thinking careers, talking careers : sharing good practice in careers education  
Thinking geographically : space, theory & contemporary human geography  
Thinking for a living : the coming age of knowledge work  
Thinking through philosophy. Bk. 1  
Thinking through rituals : philosophical perspectives  
Thinking through science : 3 blue  
Thinking through science : 3 red  
Thinking through science 3 red. Teacher's book  
Thinking through science 3 : teacher's resource book  
Thinking with type : a primer for designers, editors, writers & students

Understanding ADD/ADHD  
Understanding algebra  
Understanding and managing customers  
Understanding and managing diversity  
Understanding and measuring the shelf-life of food  
Understanding and treating the fear of pain  
Understanding and teaching the ICT National Curriculum  
Understanding architecture : an introduction to architecture and architectural history  
Understanding Australia's neighbours : an introduction to East and Southeast Asia  
Understanding autism spectrum disorders : frequently asked questions  
Understanding barcoding  
Understanding behaviorism : behavior, culture, and evolution  
Understanding biological psychology  
Understanding boat wiring

Understanding breast cancer  
 Understanding calculus  
 Understanding cancer of the bladder  
 Understanding cancer of the skin  
 Understanding Caribbean orature : (a fusion of oral and literary traditions)  
 Understanding Christianity : origins, beliefs, practices, holy texts, sacred places  
 Understanding chronic myeloid leukaemia  
 Understanding celebrity  
 Understanding colour : all the know-how and inspiration you need to succeed with colour in your home  
 Understanding compassion : a biblical exploration seen through the eyes of child poverty  
 Understanding constitutional law  
 Understanding contract law  
 Understanding credit derivatives and related instruments  
 Understanding critical social psychology  
 Understanding dampness : effects, causes, diagnosis and remedies  
 Understanding developmental disorders : a causal modelling approach  
 Understanding diabetes  
 Understanding DNA : the molecule & how it works  
 Understanding drugs and behaviour  
 Understanding economic growth : macro-level, industry-level, firm-level  
 Understanding employment law  
 Understanding employment law  
 Understanding English spelling  
 Understanding environment  
 Understanding environmental pollution : a primer  
 Understanding EPM  
 Understanding equity & trusts law  
 Understanding family law  
 Understanding fashion history  
 Understanding FDI-assisted economic development  
 Understanding financial information, finance intelligence, November 2004  
 Understanding financial statements  
 Understanding flying weather  
 Understanding globalization, employment, and poverty reduction  
 Understanding global security  
 Understanding headaches and migraines  
 Understanding health : a determinants approach  
 Understanding Henri Lefebvre : theory and the possible  
 Understanding Hinduism : origins, beliefs, practices, holy texts, sacred places  
 Understanding history : International review of history education. Vol. 4 : recent research in history education  
 Understanding Hodgkin's disease  
 Understanding homicide  
 Understanding human anatomy and physiology  
 Understanding human rights violations : new systematic studies  
 Understanding Judaism : origins, beliefs, practices, holy texts, sacred places  
 Understanding international trade law  
 Understanding leadership : paradigms and cases  
 Understanding leukaemia and lymphoma  
 Understanding lifestyle sports : consumption, identity and difference  
 Understanding mass higher education : comparative perspectives on access  
 Understanding medical law  
 Understanding MPEG-4 : technology and business insights  
 Understanding non-Hodgkin's lymphomas  
 Understanding organisational context : inside and outside organisations  
 Understanding peacekeeping  
 Understanding pensions  
 Understanding people : normativity and rationalizing explanation  
 Understanding petroleum reservoirs : towards an integrated reservoir engineering and geochemical approach  
 Understanding phenomenal consciousness  
 Understanding physical chemistry  
 Understanding pictures  
 Understanding police use of force : officers, suspects, and reciprocity  
 Understanding political participation : Green Party membership in Scotland  
 Understanding, preventing and overcoming osteoporosis  
 Understanding, preventing and overcoming prostate cancer  
 Understanding primary science : ideas, concepts and explanations  
 Understanding probability : chance rules in everyday life  
 Understanding property law  
 Understanding psychology  
 Understanding pupil behaviour in school : a diversity of approaches  
 Understanding qualitative research and ethnomethodology  
 Understanding reading development  
 Understanding reality television

Understanding religious violence : thinking outside the box on terrorism  
Understanding research for social policy and practice : themes, methods and approaches  
Understanding respiratory medicine  
Understanding school leadership  
Understanding social citizenship : themes and perspectives for policy and practice  
Understanding solids : the science of materials  
Understanding sports coaching : the social, cultural and pedagogical foundations of coaching practice  
Understanding Stuart Hall  
Understanding supply chains : concepts, critiques, and futures  
Understanding terrorism : psychosocial roots, consequences, and interventions  
Understanding the entrepreneur : an institutionalist perspective  
Understanding the Holocaust : an introduction  
Understanding the law  
Understanding theology and popular culture  
Understanding the planetary myths : the rich stories that underpin all planetary interpretations  
Understanding the policy process : analysing welfare policy and practice  
Understanding the political culture of Hong Kong : the paradox of activism and depoliticization  
Understanding the political philosophers : from ancient to modern times  
Understanding the UN Security Council : coercion or consent?  
Understanding the visual  
Understanding unjust enrichment  
Understanding urban tourism : image, culture and experience  
Understanding US/UK government and politics : a comparative guide  
Understanding weather : a visual approach  
Understanding what children say : children's experiences of domestic violence, parental substance misuse and parental health problems  
Understanding Wittgenstein's On certainty  
Understanding your baby  
Understanding your chess  
Understanding your one-year-old  
Understanding your three-year-old  
Understanding youth crime : an Australian study

Using C&IT to support teaching  
Using community informatics to transform regions  
Using computers in history : a practical guide to data presentation, analysis and the Internet  
Using energy  
Using German vocabulary  
Using Microsoft FrontPage 2003  
Using Microsoft Office Excel 2003  
Using Microsoft PowerPoint 2003  
Using models to improve the supply chain  
Using patient experience in nurse education  
Using science to develop thinking skills at key stage 1 : practical resources for teachers  
Using statistics in economics  
Using technology evaluation to enhance student learning  
Using the Internet for business information : practical tips and hints  
Using the Internet for Office XP : level 2 diploma for IT users for City & Guilds  
Using the Internet, level 1 : level 1 diploma for IT users for City & Guilds  
Using the Internet safely  
Using thinking skills in the primary classroom  
Using your home as capital, 2004-2005 : a guide to raising cash from the value of your home

## Walking

Walking across America  
Walking around the Howardian hills  
Walking Cornwall in the 1990s : a description of walks on the Cornish Coastal Path between 1991 and 1994  
Walking Dickensian London  
Walking Dublin : 24 original walks in and around Dublin  
Walking Edinburgh : twenty-five original walks in and around Edinburgh  
Walking for wildlife : El Camino to Santiago de Compostela  
Walking in Malta : 33 routes on Malta, Gozo and Comino  
Walking in Northumberland : 36 day walks  
Walking in space  
Walking in Sussex : 40 selected walks  
Walking in the Dordogne : 30 selected walks  
Walking literary London : 25 original walks through London's literary heritage  
Walking notorious London : walks through London's dark history  
Walking on the Isle of Man : 40 walks around the island  
Walking Shakespeare's London  
Walking the Cheshire Ring  
Walking the Forest Bounds of Dartmoor  
Walking the labyrinth



Walking the lanes with Liz : the diaries of a youthful artist by John Taylor, 1875-1940

Walking the mist : Celtic spirituality for the 21st century

Walking the Munros. Vol. 1 : Southern, central and western highlands

Walking the Munros. Vol. 2 : Northern highlands and the Cairngorms

Walking the tightrope of reason : the precarious life of a rational animal

Walking west with Sue Gearing

Working abroad : the complete guide to overseas employment

Working and living : France

Working and living : Spain

Working for a sustainable future : a survey of local authorities' approaches to sustainable development

Working for the regions

Working in aviation

Working in films

Working in organisations

Working in partnership : a sourcebook

Working in partnership with the voluntary and community sector : strategy and action plan

Working in partnership with the World Bank

Working in space

Working in the music industry : how to find an exciting and varied career in the world of music

Working in the service sector

Working in tourism : the UK, Europe & beyond : for seasonal and permanent staff

Working lives : the role of day centres in supporting people with learning disabilities into employment

Working outdoors

Working relationships : spirituality in the human services

Working the American way : how to work and communicate successfully with Americans at work

Working the street : what you need to know about life on Wall Street

Working the wheel

Working therapeutically with women in secure mental health settings

Working things out

Working together : co-operation between government and faith communities

Working together : a strategy for the voluntary and community sector and the Learning and Skills Council

Working together for justice : criminal justice system

Working together in 90 minutes

Working with 11-14s

Working with ADR : an introduction to the carriage of dangerous goods by road

Working with animals

Working with children

Working with dangerous people : the psychotherapy of violence

Working with disabled people for inclusive access : case studies

Working with eating disorders : a psychoanalytic approach

Working with gifted and talented pupils in the secondary school : a practical guide

Working with homeless people

Working with older people

Working with people with disabilities

Working with secondary students who have language difficulties

Working with spirit guides : how to meet, communicate with and be protected by your guide

Working with the child care protocol : a special bulletin

Working with the community : handbook on mobile telecoms community consultation for best siting practice

Working with the disabled : for an inclusive access

Working with the environment

Working with words

Writing a children's book : how to write for children and get published

Writing a report : how to prepare, write and present effective reports

Writing a screenplay

Writing and illustrating the graphic novel : everything you need to know to create great graphic works

Writing bids and funding applications

Writing fiction. Years 3-4

Writing fiction. Years 5-6

Writing for academic journals

Writing for the eyes in the Spanish Golden Age

Writing Irishness in nineteenth-century British culture

Writing London

Writing Russia in the age of Shakespeare

Writing non-fiction. Years 1-2

Writing non-fiction. Years 3-4

Writing non-fiction. Years 5-6

Writing on the wall : pioneer development of integrated local authority services for children and families

Writing on the walls

Writing performances : the stages of Dorothy L. Sayers

Writing short stories and articles : how to get your work published in newspapers and magazines

Writing the nation in Reformation England, 1530-1580

Writing the short film  
Writing to learn : a survey of effective practice with writing at key stages 3 and 4  
Writing war : medieval literary responses to warfare  
Writing woman, writing place : contemporary Australian and South African fiction  
Writing your C.V., conducting a successful interview  
Writing your family history : a practical guide  
Writing your own will  
Writing your thesis

## Appendix 2: Coordination in main titles

Betting and gaming  
Buying and renovating a property in France  
Buying and selling a home for dummies  
Buying & selling antiques : insider knowledge and trade tips to help you make money from your hobby  
Buying & selling your house  
Changing welfare, changing states : new directions in social policy  
Choosing and using audio and music software : a guide to the major software packages for Mac and PC  
Choosing and using Green Man Essences  
Conceptualizing and measuring father involvement  
Deconditioning and reconditioning  
Defining and analysing London's housing submarkets  
Designing and creating water gardens  
Designing and developing scalable IP networks  
Designing and implementing software for financial instrument pricing  
Detecting and responding to sewer blockages  
Developing and managing portfolios : good practice guide  
Developing and managing talent  
Drawing & painting fantasy figures : from the imagination to the page  
Drawing and painting people  
Drawing and sketching  
Educating, evaluating, and selecting living kidney donors  
Explaining and forecasting the US federal funds rate : a monetary policy model for the US  
Finding and knowing : the psychology of digital information use  
Growing and changing  
Growing, cooking & eating vegetables  
Having it all - and making it work : six steps for putting both your career and your family first  
Healing the hurt, restoring the hope : how to help children and teenagers through times of divorce, death and crisis  
Implementing, managing and maintaining a Microsoft Windows Server 2003 network infrastructure  
Leading and managing continuing professional development : developing people, developing schools  
Living and dying with cancer  
Living and eating  
Living & working in America : the complete guide to a successful short or long-term stay  
Living & working in France = Chez vous en France  
Living and working in France 2005 : a survival handbook  
Living and working in Hong Kong : the complete, practical guide to expatriate life in China's gateway  
Living and working in Spain  
Living and working in the European Union  
Measuring and auditing broiler welfare  
Measuring and comparing world cities  
Measuring and modeling the universe  
Modelling and acting for kids  
Networking and internetworking with microcontrollers  
Numbering and measuring in the classical world  
Observing and measuring visual double stars  
Overcoming and preventing heart problems  
Painting and decorating terracotta pots : 100 step-by-step projects  
Planning and maintaining a Microsoft Windows Server 2003 network infrastructure  
Planning, implementing and maintaining a Microsoft Windows Server 2003 active directory infrastructure  
Pricing and hedging interest and credit risk sensitive instruments  
Pubbing and clubbing : an overview of the current performance, trends and key factors affecting the UK pubbing and clubbing industry  
Repairing & restoring chairs : professional techniques to bring your furniture back to life  
Repairing and restoring chests & cabinets : professional techniques to bring your furniture back to life  
Repairing & restoring tables : professional techniques to bring your furniture back to life  
Revealing the past, informing the future : a guide to archaeology for parishes  
Reviving and repairing surfaces : professional techniques to bring your furniture back to life  
Satisficing and maximizing : moral theorists on practical reason  
Seeing signals, reading signs : the art of Exegesis; studies in honour of Antony F. Campbell, SJ for his seventieth birthday  
Smelling & tasting  
Teaching and learning : lessons from psychology  
Teaching and learning algebra  
Teaching and learning a second language : a review of recent research  
Teaching and learning communication skills in medicine  
Teaching and learning design and technology : a guide to recent research and its applications  
Teaching and learning English : a guide to recent research and its applications  
Teaching and learning English literature  
Teaching and learning history  
Thinking and feeling  
Thinking and learning with ICT : raising achievement in primary classrooms

Thinking careers, talking careers : sharing good practice in careers education  
Treating and preventing obesity  
Understanding and managing customers  
Understanding and managing diversity  
Understanding and measuring the shelf-life of food  
Understanding and treating the fear of pain  
Understanding and teaching the ICT National Curriculum  
Understanding, preventing and overcoming osteoporosis  
Understanding, preventing and overcoming prostate cancer  
Working and caring over the twentieth century : change and continuity in four-generation families  
Writing and illustrating the graphic novel : everything you need to know to create great graphic works

### Appendix 3: Coordination in subtitles

Practical program evaluation : assessing and improving planning, implementation, and effectiveness  
Environmental hazards : assessing risk and reducing disaster  
The regulation of the power sector in Africa : attracting investment and protecting the poor  
The literature of immigration and racial formation : becoming white, becoming other, becoming American in the late progressive era  
Strategic unionism and partnership : boxing or dancing?  
Sports : breaking records, breaking barriers  
Challenging aphasia therapies : broadening the discourse and extending the boundaries  
Working smoke alarms save lives : buying and looking after your alarm - the basics  
Make the right move : buying and selling your home successfully  
You & your Audi TT : buying, enjoying, maintaining, modifying  
You and your BMW 3-series : buying, enjoying, maintaining, modifying  
You & your New Mini : buying, enjoying, maintaining, modifying  
You & your Range Rover : buying, enjoying, maintaining, modifying  
Opportunities in Asia Pacific call center markets to 2008 : capitalizing on offshore opportunities and making inroads into emerging domestic markets  
Picture perfect : collecting art and photography and displaying it in your home  
Arms control in the Middle East : constructing cooperative process, defining security threats & the conduct of regional politics  
Chinese business in southeast Asia : contesting cultural explanations, researching entrepreneurship  
The new strategic brand management : creating and sustaining brand equity long term  
Open-source robotics and process control cookbook : designing and building robust, dependable real-time systems  
Java software structures : designing and using data structures  
Growing herbs : designing, planting and growing : a practical guide  
Making the UK safer : detecting and decontaminating chemical and biological agents  
The task centred book : developing, learning, sustaining and reviewing task-centred social work  
Leading and managing continuing professional development : developing people, developing schools  
A guide to bidding : devising and structuring projects for grant funding  
Music in Bulgaria : experiencing music, expressing culture  
Schizophrenia : feeling better, staying well  
Classroom management strategies : gaining and maintaining students' cooperation  
Interceptors : hunting and downing enemy intruders  
Society and nature : changing our environment, changing ourselves  
Action research for inclusive education : changing places, changing practices, changing minds  
Making direct payments work : identifying and overcoming barriers to implementation  
Creative curriculum leadership : inspiring and empowering your school community  
How to read a painting : interpreting and understanding the Old Masters  
Deception at work : investigating and countering lies and fraud strategies  
Parenting a child with special needs : living with and loving a disabled child  
David Nash : making and placing abstract sculpture, 1978-2004  
MCSA/MCSE exam 70-290 : managing and maintaining a Microsoft Windows Server 2003 environment : self-paced training kit  
MCSA/MCSE : managing and maintaining a Windows server 2003 environment : Exam 70-290  
The real Warren Buffett : managing capital, leading people  
Human resource management in today's academic library : meeting challenges and creating opportunities  
The functional approach to data management : modeling, analyzing and integrating heterogeneous data  
Logic in computer science : modelling and reasoning about systems  
Design law : protecting and exploiting rights  
So many books : reading and publishing in an age of abundance  
Drama : reading, writing and speaking our way forward  
The teachings of billionaire Yen Tzu. Vol. 2 : realising desires, needing nothing  
The millennium matrix : reclaiming the past, reframing the future of the church  
E-mail management : reducing risk and unlocking value through e-mail lifecycle management  
Competition and corporate governance in Korea : reforming and restructuring the chaebol  
Pulling my selves together : re-inventing reality and achieving wholeness  
Emotional release for children : repairing the past, preparing the future  
Identity politics at work : resisting gender, gendering resistance  
London goes to sea : restoring and sailing an old boat on a budget  
See London, walk London : seeing the sights, exploring the hidden corners  
Beyond the summit : setting and surpassing extraordinary business goals  
Blue genes : sharing and conserving the world's aquatic biodiversity  
Optimizing the power of action learning : solving problems and building leaders in real time  
The practical implementation of marine spatial planning : understanding and addressing cumulative effects  
The dark side of behaviour at work : understanding and avoiding employees leaving, thieving, and deceiving  
Murder is no accident : understanding and preventing youth violence in America  
Quality in the new GP contract : understanding, designing, planning, achieving  
Geodiversity : valuing and conserving abiotic nature  
Spirited living : waging conflict, building peace

#### **Appendix 4: Gerundial heads not occurring in main titles**

advocating, affirming, aligning, anthropologizing, arbitrating, battling, blazing, blurring, broadening, calculating, capitalizing, cashing, casting, commemorating, completing, complying, conserving, contemplating, contending, correcting, creeping, debunking, deciding, deciphering, denying, devising, discerning, disciplining, disguising, diving, emphasising, energizing, enlarging, ensuring, examining, exposing, feeling, filling, focusing, forging, gaining, grappling, harnessing, hunting, identifying, inspiring, kicking, liberating, lifting, machining, marking, meddling, mending, nurturing, pausing, popping, punishing, racing, realising, reawakening, recapturing, recasting, reconnecting, re-evaluating, re-forming, reimagining, reimposing, reinvestigating, relating, renegotiating, reordering, retracing, retrofitting, reviewing, situating, slaying, softening, solving, starving, stopping, straddling, striking, striving, stumbling, tailoring, terrorizing, tracking, traversing, trying, tuning, uncovering, unfurling, unravelling, upholding, waging

#### **Appendix 5: Gerundial heads not occurring in subtitles**

accessing, accommodating, accounting, acquiring, acting, administering, advertising, aiming, alleviating, angling, architecting, articulating, auctioning, authoring, averting, awakening, beating, bedding, behaving, belonging, benchmarking, betting, blagging, blasting, blooming, blowing, boosting, brainwashing, breathing, breeding, bullying, burning, calming, campaigning, carrying, cartooning, carving, catching, cleaning, climbing, combining, composing, computing, conducting, configuring, confounding, considering, constituting, consulting, consuming, continuing, contrasting, conversing, converting, cooling, counselling, counting, courting, crafting, crewing, crusading, curing, dancing, daylighting, debugging, decolonising, deconditioning, defeating, deflating, deforesting, demonstrating, deploying, desiring, desisting, devastating, digging, digitizing, dining, disabling, disarming, dismantling, dissolving, distributing, doctoring, doping, downsizing, drafting, drifting, drinking, driving, dying, eating, editing, electroplating, eliminating, embedding, employing, enacting, encouraging, ending, enduring, enforcing, engaging, engendering, engineering, enchanting, enlightening, entertaining, erasing, establishing, etching, excavating, excusing, expanding, expecting, exploiting, falling, farming, feasting, feeding, financing, fitting, fixing, flexing, floating, flourishing, following, forgetting, forgiving, fostering, fragmenting, freeing, funding, furthering, gardening, gathering, ghostwriting, grandparenting, grasping, greasing, grounding, grouping, guilding, handbuilding, handling, having, hearing, heating, hiding, hitchhiking, hitting, homing, howling, chairing, characterizing, charting, chasing, chilling out, christening, igniting, illuminating, illustrating, indexing, influencing, inheriting, insuring, internationalizing, interrupting, intervening, investing, joining, journeying, juggling, juicing, jumping, justifying, knitting, laughing, leaving, leveling, lighting, listening, lobbying, loosening, losing, lying, mainstreaming, maintaining, manifesting, manufacturing, marketing, maximising, measuring, meditating, minding, minimising, mirroring, mis-selling, missing, mitigating, mixing, mobilising, modernizing, motivating, naming, narrating, numbering, nursing, observing, opposing, ordering, organizing, outsourcing, outwitting, overcoming, packing, parting, partnering, perpetuating, persuading, photographing, picturing, pitching, placing, planning, planting, pointing, poisoning, policing, politicising, possessing, practising, praying, presenting, pricing, privatizing, producing, professing, pruning, pubbing, pulling, purchasing, pursuing, pushing, quilting, rating, reanimating, rebuilding, recognizing, reconceiving, reconceptualizing, reconfiguring, recovering, recruiting, redressing, re-energising, re-examining, refactoring, refashioning, reflecting, reforging, reframing, regarding, regrowing, reinventing, releasing, relocating, remapping, remediating, rendering, reporting, resolving, restating, restructuring, resurrecting, retailing, retaking, retelling, retiring, revealing, risking, rolling, romancing, rounding, routing, ruling, safeguarding, salvaging, satisficing, saying, screening, scribbling, seafaring, securing, seeking, selecting, selling, sewing, sexing, shaking, shattering, shooting, shopping, showing, schooling, signifying, simulating, singing, sintering, sistering, skateboarding, sketching, sliding, slimming, smelling, smiling, smoking, soldiering, sorting, sounding, sowing, spilling, splicing, spotting, standing, starting, stealing, steaming, stenting, stimulating, storming, strolling, structuring, sugaring, supping, supplying, surfing, surveying, sustaining, swallowing, swimming, synchronizing, taming, tapping, teaming, telephoning, telling, tending, touching, travelling, treading, trekking, troping, twisting, twitching, uncoupling, undermining, unifying, unpicking, unsettling, unzipping, upgrading, visiting, visualizing, voicing, volunteering, waiting, waking, washing, weathering, weaving, weighing, welcoming, whispering, winging, worshipping

## Appendix 6: Stylistic characterization of 30 selected texts

***Building an Emergency Plan: A Guide for Museums and Other Cultural Institutions* / Valerie Dorge, Sharon L. Jones, Getty Conservation Institute, Los Angeles, 1999.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); **constative sphere:** descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate), assertives (claim);
2. addressee: administrators and security managers of cultural institutions;
3. accessibility of the text: accessible instructional functional style, focused on the addressee;
4. text type: guide;
5. contents: providing step-by-step guidelines for designing an emergency plan;
6. title (its functions and relation to the text): the title functions as an instructional directive; it is in accordance with a largely instructional character of the publication, stressing its task-orientation, the gerundial head *building* places the emphasis on the practical rather than theoretical aspects of the discussed issues, emphasizing the processual nature of the topic; the addressee's activity is required directly.

***Buying Greenhouse Insurance: The Economic Costs of Carbon Dioxide Emission Limits* / Alan S. Manne and Richard G. Richels, MIT Press, Cambridge, 1993.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestive (hypothesize, speculate);
2. addressee: students, researchers dealing with greenhouse effect;
3. accessibility of the text: highly technical functional style, focused on the topic in question, scientific;
4. text type: monograph;
5. contents: costs of reducing carbon dioxide emissions;
6. title (its functions and relation to the text): the main title functions as a descriptive-suggestive constative; it is fully in accordance with the illocutionary properties of the publication, emphasizing the suggestive approach to the discussed topic as well as its processual character; it displays a symptomatic metaphorical character (insurance); the addressee is viewed as passive; the subtitle stresses more concretely the issues contained by the publication, thus narrowing relatively general main title.

***Coping with Chaos: Analysis of Chaotic Data and the Exploitation of Chaotic Systems* / Edward Ott, Tim Sauer, James A. Yorke (eds.), Wiley, New York, 1994.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students, researchers dealing with chaos and chaotic systems;
3. accessibility of the text: highly technical functional style, focused on the topic in question, scientific;
4. text type: collection of articles;
5. contents: relevant topics connected with chaos and chaotic systems;
6. title (its functions and relation to the text): the main title functions as a descriptive-suggestive constative; it is fully in accordance with the illocutionary properties of the publication, emphasizing the suggestive approach to the discussed topic as well as its processual character; the addressee is viewed as passive; the subtitle stresses more concretely the issues contained by the publication, thus narrowing relatively general main title.

***Creating Sustainable Work Systems: Emerging Perspectives and Practice* / Peter Docherty, Jan Forslin and A. B. (Rami) Shani (eds.), Routledge, London, 2002.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate); **directive sphere:** requirements (instruct), advisories (advise, recommend);
2. addressee: students of management, managers and policy makers;
3. accessibility of the text: focused on the addressee, technical functional style with instructional features;
4. text type: monograph/textbook;
5. contents: developing and implementing new viable working practices;
6. title (its functions and relation to the text): the main title functions as an instructional directive; it is in accordance with instructive as well as descriptive features of the publication, stressing its task-orientation (expressed by the verb phrase *create* used as the base of the gerundial head); addressee's activity is required directly; the subtitle presents a more general level, suggesting both theoretical and practical aspects of the text.

***Dealing with Inequality: Analysing Gender Relations in Melanesia and Beyond* / Marilyn Strathern (ed.), Cambridge University Press, Cambridge, 1987.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students of anthropology or anybody interested in gender studies;
3. accessibility of the text: relatively accessible technical functional style, but some basic relevant prior knowledge is required;
4. text type: collection of essays;
5. contents: nature of social inequality between the sexes in Melanesia;
6. title (its functions and relation to the text): the main title functions as an informative-revelatory constative; it stresses the active intellectual approach and the method taken by the sender (expressed by the gerundial head *dealing with*); the addressee is viewed as passive; the subtitle contains an equivalent gerundial head, further providing a more explicit information concerning the studied area.

***Designing Screen Interfaces in C* / James L. Pinson, Yourdon Press, Englewood Cliffs, 1991.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise);
2. addressee: C programmers;
3. accessibility of the text: highly technical functional style;
4. text type: handbook;
5. contents: creating functional intuitive screen interfaces;
6. title (its functions and relation to the text): the title functions as an instructional directive; it is in accordance with a highly instructive features of the publication, stressing its task-orientation (expressed by the verb *design* used as the base of the gerundial head); a highly technical functional style of the publication is indicated by the complementing components of the gerundial phrase; the addressee's activity is required directly.

***Developing assertiveness* / Anni Townend, Routledge, London, 1991.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise), assertives (claim) – this sphere is to provide the basis (what assertiveness is) for the main instructional goals;
2. addressee: managers (to learn how to develop assertiveness in themselves and others at work);



3. accessibility of the text: highly accessible, step-by-step structured text;
4. text type: handbook;
5. contents: assertiveness and its development;
6. title (its functions and relation to the text): the title functions as an instructional directive; it is entirely in accordance with a highly instructive character of the publication, stressing its task-orientation and gradual process (expressed by the verb *develop* used as the base of the gerundial head); the addressee's activity is required directly.

***Doing business in 2005: removing obstacles to growth / World bank, Washington, 2005.***

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate), assertives (claim);
2. addressee: entrepreneurs, economists;
3. accessibility of the text: relatively accessible technical style requiring basic economic knowledge;
4. text type: annual report, statistical survey with commentaries;
5. contents: scope and manner of regulations that enhance business and those that constrain it, analysis of economic and social outcomes;
6. title (its functions and relation to the text): the main title functions as a descriptive-informative constative; it does not directly stress the investigative and comparative function of the publication but stays on a rather general level, bringing to the fore the main topic rather than the examination of a wide range of statistical and other data, which forms the content of the text; the addressee is viewed as passive; the subtitle stresses the proclaimed main reason why the text was written as well as the actual approach taken when considering various data.

***Exploring contemporary migration / Paul Boyle, Keith Halfacree and Vaughan Robinson, Longman, Harlow, 1998.***

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students of population geography and social sciences, researchers, academics;
3. accessibility of the text: relatively accessible technical functional style that requires relevant prior knowledge;
4. text type: monograph/textbook;
5. contents: various aspects of population migration;
6. title (its functions and relation to the text): the title functions as a descriptive-informative constative, it stresses the informative function of the publication; moreover, it emphasizes a careful examination of a wide range of statistical and other data (expressed by the verb *explore* used as the base of the gerundial head); the addressee is viewed as passive.

***Getting started with the Internet and the World Wide Web / Deborah Morley, Dryden Press, Fort Worth, 1999.***

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise), assertives (claim) – this sphere is to provide a basis (what the Internet and World Wide Web is) for the main instructional goals;
2. addressee: student or anybody interested in learning to use the Internet;
3. accessibility of the text: highly accessible and very visual, assuming almost no prior computer experience on the part of the user;
4. text type: handbook;
5. contents: the Internet and the World Wide Web;

6. title (its functions and relation to the text): the title functions as an instructional directive; it is in accordance with a highly instructive nature of the publication, stressing its task-orientation (expressed by the verb phrase *get started with sth.* used as the base of the gerundial head); addressee's activity is required directly.

note: openly advertised on the cover as a part of the *Getting Started* series containing, for example, titles such as: *Getting Started with Computers*, *Getting Started with Multimedia*, *Getting Started with E-Commerce*, etc.

***Going Global: Transition from Plan to Market in the World Economy* / Padma Desai (ed.), MIT Press, Cambridge, 1997.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere**: assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: economists;
3. accessibility of the text: highly technical functional style, scientific;
4. text type: collection of studies;
5. contents: former socialist countries – their internal problems of the transition process and their integration into the world economy;
6. title (its functions and relation to the text): the main title functions as a descriptive constative; it is fully in accordance with the illocutionary properties of the publication, focusing on the discussed topic rather than on the addressee; the gerundial head *going* places the emphasis on the processual character of the discussed topic as well as on the centre of the interest; the addressee is viewed as passive; the subtitle presents a second, more concrete, level – rather than focusing on the topic in a general way, it stresses more concrete thematic level contained by the publication.

***Growing up with a Single Parent: What Hurts, What Helps* / Sara McLanahan, Gary Sandefur, Harvard University Press, Cambridge and London, 1994.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere**: assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: student or anybody interested in the study of family issues;
3. accessibility of the text: focused on the topic in question (theoretical rather than educational), technical functional style, scientific;
4. text type: monograph;
5. contents: analysis of relevant issues connected with growing up with a single parent;
6. title (its functions and relation to the text): the main title functions as a descriptive constative; it is fully in accordance with the illocutionary properties of the publication, focusing on the discussed topic rather than on the addressee; the gerundial head *growing* places the emphasis on the processual character of the discussed topic as well as on the centre of the interest (i.e. a child) without explicitly naming it; the addressee is viewed as passive; the subtitle presents a second, more concrete, level – rather than focusing on the topic in a general way, it stresses more concrete thematic level contained by the publication, disregarding the way of approaching it and focusing only on the topic.

***Improving Classroom Reading Instruction: A Decision-Making Approach* / Gerald G. Duffy and Laura R. Rohler, McGraw-Hill, New York, 1993.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere**: requirements (instruct), advisories (advise, recommend), partly: **constative sphere**: descriptives (describe, characterize), informatives (inform, advise), assertives (claim);
2. addressee: both students and practising teachers;
3. accessibility of the text: relatively accessible text requiring some specific psychological knowledge;

4. text type: textbook;
5. contents: teaching reading to achieve various goals;
6. title (its functions and relation to the text): the title functions as an advisory-instructional directive; it is in accordance with a largely advisory-instructional nature of the publication, stressing its task-orientation, the gerundial head *improving* indicates the desired progressiveness, placing the emphasis on the practical rather than theoretical aspects of the discussed issue; the addressee's activity is required directly.

***Learning to Teach / Neville Bennett, Clive Carré (eds.), Routledge, London, 1993.***

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** informatives (report, reveal), descriptives (describe, characterize, evaluate), assertives (claim);
2. addressee: both students and practising teachers;
3. accessibility of the text: relatively accessible text requiring no specific technical knowledge;
4. text type: collection of reports;
5. contents: detailed analyses and evaluations of how novice teachers learn to teach;
6. title (its functions and relation to the text): the title functions as a reportive-evaluative constative; it stresses the reportive function of the publication; moreover, it focuses on the process of careful examination and evaluation of a wide range of data; the gerundial head *learning* indicates relatively directly the subject area (i.e. education); the addressee is viewed as passive.

***Living in Prison: The Ecology of Survival / Hans Toch, American Psychological Association, Washington, DC, 1992.***

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students of psychology, prison psychologists;
3. accessibility of the text: technical style requiring some previous knowledge of psychology;
4. text type: monograph;
5. contents: prison psychology;
6. title (its functions and relation to the text): the main title functions as a descriptive-revelatory constative; it stresses the revealing function of the publication; moreover, it focuses on the continuous process present in the discussed topic (expressed by the verb *live* used as the base of the gerundial head); the addressee is viewed as passive; the subtitle focuses on the main component of the thematic structure, rather than on the process (which is realized by the gerundial main title).

***Looking at Art from the Inside Out: The Psychoiconographic Approach to Modern Art / Mary Mathews Gedo, Cambridge University Press, Cambridge, 1994.***

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students or anybody interested in art history and psychology;
3. accessibility of the text: relatively accessible technical functional style, but some basic prior general cultural and psychological knowledge is required;
4. text type: monograph;
5. contents: role of the psychological world of the artist in shaping the subject matter and form of art works;
6. title (its functions and relation to the text): the main title functions as an informative constative; it stresses the active intellectual approach and the method taken by the sender (expressed by the gerundial head *looking at*); the addressee is viewed as passive; the subtitle provides a more explicit information concerning the used methodology (suggested in the main title by the prepositional phrase *from the inside out*).

***Making sense of illness: science, society, and disease* / Robert A. Aronowitz, Cambridge University Press, Cambridge, 1998.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students or anybody interested in the history of medicine;
3. accessibility of the text: popularizing and essayistic text, but some basic prior knowledge of medicine required;
4. text type: collection of essays;
5. contents: history of processes of recognizing, naming, classifying and finding meaning in illnesses (20th century);
6. title (its functions and relation to the text): the main title functions as a descriptive-revelatory constative; it stresses the revealing function of the publication; moreover, it focuses on the cognitive grasping of the discussed topic as well as on the descriptive components in the used approach (expressed by the verb phrase *make sense of sth.* used as the base of the gerundial head); the addressee is viewed as passive; the subtitle focuses on the main components of the thematic structure, rather than on the process and the way of approaching the task (which is realized by the gerundial main title).

***Managing information system security* / Gerpreet Dhillon, Macmillan, Basingstoke, 1997.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate), assertives (claim); **directive sphere:** advisories (advise, recommend);
2. addressee: IT practitioners and students;
3. accessibility of the text: technical functional style requiring some prior technical knowledge;
4. text type: monograph;
5. contents: information system security (based on information systems in British National Health Service Hospital Trust and Local Government Council);
6. title (its functions and relation to the text): the title has two levels – it functions both as a descriptive-informative constative and as an advisory directive; it emphasizes the descriptive and evaluative nature of the text as well as its advisory components; the position of the addressee is influenced by the above mentioned dominant illocutionary spheres and subsequently the two levels of the title and it seems that both passive interpretation (activated by descriptive/evaluative parts of the text) and active interpretation (activated by advisory parts) is possible.

***Measuring National Power in the Postindustrial Age* / Ashley J. Tellis et al., Rand, Santa Monica, 2000.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize, classify), informatives (inform, advise, report, reveal), assertives (claim); **directive sphere:** requirements (instruct), advisories (advise, recommend);
2. addressee: United States Army, intelligence community;
3. accessibility of the text: focused on the addressee (educational rather than theoretical), technical functional style with instructional features;
4. text type: monograph/textbook;
5. contents: measuring the national capabilities of countries likely to become potential peer competitors of the United States;
6. title (its functions and relation to the text): the title functions as an instructional directive; it balances a more descriptive and informatory features (constativity) of the publication and provides it with a more collaborative nature, emphasizing practical grasping of the discussed topic (expressed by the verb *measure* used as the base of the gerundial head); the addressee is viewed as active.

***Modeling Highly Transient Flow, Mass, and Heat Transport in the Charrahoochee River near Atlanta, Georgia* / Harvey E. Jobson and Thomas N. Keefer, US Government Printing Office, Washington, 1979.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere**: assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: researchers, possibly students of geology;
3. accessibility of the text: highly technical functional style, focused on the topic in question, scientific;
4. text type: study;
5. contents: modelling flow, mass and heat transport in the Charrahoochee River, Georgia;
6. title (its functions and relation to the text): the main title functions as a descriptive constative; it is fully in accordance with the specific illocutionary properties of the publication, stressing the descriptive and scientific approach to the discussed topic as well as its processual character; the addressee is viewed as passive.

***Reading Freud: Explorations and Entertainments* / Peter Gay, Yale University Press, New Haven and London, 1990.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere**: assertives (assert, claim), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: students or anybody interested in Sigmund Freud and his works;
3. accessibility of the text: essayistic text, but some basic prior general cultural and psychological knowledge is required;
4. text type: collection of essays;
5. contents: Sigmund Freud's work;
6. title (its functions and relation to the text): the main title functions as an informative constative; it stresses the active intellectual approach taken by the sender (expressed by the gerundial head *reading*) towards the centre of the interest (metonymic *Freud*); the addressee is viewed as passive; the subtitle focuses on the main components of the thematic structure, rather than on the process and the way of approaching the task (which is realized by the gerundial main title).

***Rethinking religion: connecting cognition and culture* / E. Thomas Lawson and Robert N. McCauley, Cambridge University Press, Cambridge, 1993.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere**: assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate);
2. addressee: student or anybody interested in the study of religion (particularly in the study of religious ritual structures);
3. accessibility of the text: focused on the topic in question (theoretical rather than educational), technical functional style, scientific;
4. text type: monograph;
5. contents: developing a cognitive approach to religion, analysing religious ritual structures;
6. title (its functions and relation to the text): the main title functions as a descriptive-suggestive constative; it is fully in accordance with the illocutionary properties of the publication, emphasizing the cognitive grasping of the discussed topic as well as the speculative components in the used approach (expressed by the verb *rethink* used as the base of the gerundial head); the addressee is viewed as passive; the subtitle presents a second, more concrete, level – rather than focusing on the topic in a general way, it stresses more concrete thematic level contained by the publication, keeping the process of approaching it (expressed by the gerundial form), thus narrowing very general main title.

**Talking with African Writers / Jane Wilkinson, J. Currey, London, 1992.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize), informatives (inform, reveal);
2. addressee: students of or anybody interested in (African) literature;
3. accessibility of the text: highly accessible narrative text;
4. text type: interviews with writers accompanied with their short portraits;
5. contents: writers' lives, African literature, social and political problems of post-colonial Africa;
6. title (its functions and relation to the text): the title functions as a descriptive-informative constative; it stresses a processual character of communication covered by the publication (expressed by the gerundial head *talking*); the addressee is viewed as more passive.

**Teaching English / Susan Brindley (ed.), Routledge, Open University, London, New York, 1994.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend), partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise), assertives (claim);
2. addressee: both students and practising teachers of English;
3. accessibility of the text: relatively accessible text requiring no specific technical knowledge;
4. text type: collection of studies;
5. contents: teaching English (as a part of the National Curriculum);
6. title (its functions and relation to the text): the title functions as an advisory-instructional directive; it is in accordance with a largely advisory-instructional nature of the publication, stressing its task-orientation, the gerundial head *teaching* indicates more specifically the subject area (i.e. education) than gerundial heads such as, for example, *understanding*, *developing* or idiomatic *making sense of*; moreover, it places the emphasis on the practical rather than theoretical aspects of the discussed issues; the addressee's activity is required directly.

note: openly advertised as a part of the series including chiefly gerund titles such as *Thinking through primary practice*, *Teaching and learning in the primary school*, *Teaching mathematics*, *Teaching science*, etc. on the cover.

**Thinking Ecologically: The Next Generation of Environmental Policy / Marian R. Chertow, Daniel C. Esty (eds.), Yale University Press, New Haven and London, 1997.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** assertives (assert, claim), descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate); **directive sphere:** requirements (instruct), advisories (advise, recommend);
2. addressee: students of or anybody interested in environmental studies;
3. accessibility of the text: relatively accessible technical functional style that requires relevant prior knowledge;
4. text type: compilation of studies by various authors divided into three basic parts;
5. contents: environmental policy, environmental protection;
6. title (its functions and relation to the text): the main title appears to function as an advisory-recommendatory directive; it is in accordance with both constative and advisory-recommendatory nature of the publication, stressing its focus on the general intellectual approach (expressed by the verb *think* used as the base of the gerundial head); the addressee's activity is required directly; the subtitle further emphasizes the future orientation of the text and (indirectly) its recommendatory components.

***Understanding international bank risk* / Andrew Fight, Wiley, Chichester, 2003.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize, classify), informatives (inform, advise, report, reveal), assertives (claim); **directive sphere:** requirements (instruct), advisories (advise, recommend);
2. addressee: student of economics or anybody working within the banking industry;
3. accessibility of the text: focused on the addressee (educational rather than theoretical), technical functional style with instructional features;
4. text type: monograph/textbook;
5. contents: international bank risk (its calculation, analysis and management);
6. title (its functions and relation to the text): the title functions as an instructional directive; it balances a more descriptive and informative features (constativity) of the publication and provides it with a more collaborative nature, stressing the cognitive grasping of the discussed topic (expressed by the verb *understand* used as the base of the gerundial head); the addressee's activity is implied, but not stressed significantly.

***Using Microsoft Excel 4.0 for Windows* / James E. Shuman, McGraw-Hill, New York, 1993.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise), assertives (claim) – this sphere is to provide the basis (information about Personal Computers, Microsoft Windows, Excel) for the main instructional goals;
2. addressee: anybody interested in learning to use Microsoft Excel 4.0;
3. accessibility of the text: highly accessible and very visual, assumes almost no prior computer experience on the part of the user;
4. text type: handbook;
5. contents: Microsoft Excel 4.0 in practice;
6. title (its functions and relation to the text): the title functions as an instructional directive; it is in accordance with a highly instructive features of the publication, stressing its task-orientation (expressed by the verb phrase *use* employed as the base of the gerundial head); addressee's activity is required directly.

note: openly advertised as a part of a series containing most publications with the "Using + complementation" title, for example: *Using WordPerfect 5.0*, *Using Word for Windows*, *Using Lotus 1-2-3, Release 2.2*, etc.

***Walking through Ireland* / Robin Neillands, Warner Books, London, 1993.**

1. dominant communicative functions of the text (illocutionary spheres): **constative sphere:** descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal); **directive sphere:** advisories (advise, recommend);
2. addressee: anybody interested in Ireland;
3. accessibility of the text: highly accessible narrative text;
4. text type: description of a journey mixed with information of historical and practical nature;
5. contents: Ireland – its people, traditions, history, etc.;
6. title (its functions and relation to the text): the title functions as a descriptive-informative constative; it stresses a processual character of the publication (expressed by the gerundial head *walking*) with the emphasis on the textual persona of the sender; the addressee is viewed as passive.

***Working with Interpreters in Mental Health* / Rachel Tribe, Hitesh Raval (eds.), Brunner-Routledge, Hove and New York, 2002.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); **constative sphere:** descriptives (describe, characterize, evaluate, classify), informatives (inform, reveal), suggestives (hypothesize, speculate), assertives (claim);
2. addressee: service providers in health care, particularly mental health, interpreters;

3. accessibility of the text: relatively accessible technical functional style, focused on the addressee;
4. text type: monograph (different relevant issues discussed by various authors), frequently provided with guidelines;
5. contents: interpreters in medical consultations, issues of language provision in health care services;
6. title (its functions and relation to the text): the title functions as an advisory-instructional directive; it is in accordance with a significant advisory-instructional component of the publication, stressing its task-orientation, the gerundial head *working* places the emphasis on the practical rather than theoretical aspects of the discussed issues, emphasizing the processual nature of the topic; the addressee's activity is required directly.

**Writing Software Documentation: A Task-Oriented Approach / Thomas T. Barker, Allyn and Bacon, Boston, 1998.**

1. dominant communicative functions of the text (illocutionary spheres): **directive sphere:** requirements (instruct), advisories (advise, recommend); partly: **constative sphere:** descriptives (describe, characterize), informatives (inform, advise);
2. addressee: students in technical communication, professional technical communicators;
3. accessibility of the text: technical functional style focused on the addressee, but requiring some prior IT knowledge and skills;
4. text type: handbook;
5. contents: creation, analysis and design of technical information;
6. title (its functions and relation to the text): the title functions as an instructional directive; it is in accordance with a highly instructive features of the publication, stressing its task-orientation (expressed by the verb *write* used as the base of the gerundial head); the addressee's activity is required directly; the subtitle explicitly indicated the task-orientation of the publication and its impact on the used approach.



## Appendix 7: Cited letters from British publishing houses<sup>66</sup>

1.

**Caroline Wintersgill**  
**Senior Commissioning Editor**  
**Ashgate Publishing**

Dear Radek

What an interesting question.

I do remember that there was a strong move towards gerund titles about ten years ago. I was working for Routledge at the time, where titles of new book proposals were discussed at our editorial board meetings every fortnight, and it was frequently suggested that a rather passive title could be made more active and more engaging to the potential book-buyer by the use of a gerund. I suspect that the initial impetus towards this style of title was marketing-led rather than editorially-led, though as soon as it was seen to be effective in terms of sales it was adopted by editors, and it is now regarded as received publishing wisdom that gerund titles are often more effective.

Gerund titles are now used by authors as much as they are by publishers. It seems that there are fashions in book-titling and they quickly become widespread, as authors as well as publishers copy existing styles of book title. Thus in academic publishing there has for a long time been a trend towards "three concept titles". Looking at my bookshelves I see *Risk, Education and Culture*; *State, Culture and Life Modes*; *Disability, Citizenship and Community Care* and so on. I am pleased to say that I think this trend isn't quite as prevalent as it was a few years ago but possibly the "gerund" trend has begun to replace it.

Initially I think the use of gerund title was confined to rather practical books, e.g. *Buying a property abroad* or *Coping with Down's syndrome*, but as your list indicates it seems to have spread rather quickly to more academic titles, such as *Researching Gender Violence* or *Interpreting the Book of Revelation*.

In terms of your specific questions:

1. I have never worked at a company that has a formal house-style with regard to the titles of books.

2. Most titles are probably the result of an exchange of views between author and editor (the latter informed by colleagues in the marketing department in many publishing houses -- especially general trade publishers). Authors will generally be allowed more say in the title with more specialised books. I change fewer titles at Ashgate than I did when I worked at Routledge or Continuum, where titles had to appeal to the buyers at high street bookshops. Most book contracts give the publisher the final decision on the presentation and marketing of the book, which will include the title, though in practice publishers would not use a title the author didn't approve of.

3. Gerund titles are thought to make the book sound more approachable. In the case of practical books there is a sense of offering the reader friendly guidance rather than talking over his or her head. In the case of academic books it makes them sound less esoteric, and usually shortens the title too, which tends to make it more memorable.

They can only have grown in popularity to the extent that they have because they work. Books with gerund titles must still be making it onto bookshop shelves more reliably and consequently selling in greater numbers than non-gerund titles.

4. Personally I'm perfectly happy with a gerund title for a practical book or a student textbook but I think the gerund has become something of a cliché and is overused on academic and specialist titles where there may be more creative and more original solutions.

I hope that helps and good luck with your thesis.

Best wishes

Caroline

---

<sup>66</sup> I contacted selected British publishing houses with the following questions:

1. Do you have your own house-style or some instructions or suggestions concerning the titles of your books?
2. Who is usually responsible for the resultant form of titles and headings? Author, or your editors?
3. What do you think is the reason for the growing popularity of gerund titles?
4. What do you personally think of gerund titles?

2.

**Andrew McAleer**  
**Senior Commissioning Editor (Education, Psychology)**  
**Blackwell**

Dear Radek (if I may),

Many thanks for your message. I'll do my best to answer your questions.

1. Blackwell (and to the best of my knowledge, most other academic publishers) do not have any instructions on giving titles to books. It isn't a precise science, but certainly there are things that are preferred in a title and things we would rather not see. As I work in the academic textbook field, all of my books have to have clear titles that will appeal to lecturers and students. So for a very basic introductory text, we would want it to be 'An Introduction to X', or 'Introducing X', or 'X: An Introduction'. Ideally, we would want the title of the course/module that the book covers to be a prominent part of the title. But of course, there are useful gerund words that crop up a lot, such as Understanding, Researching, Doing, Studying, Working, that we use a lot as they suggest comprehensiveness - i.e. 'Understanding X' suggests you will gain everything you need to know to understand X from this book, and it's less clunky than something like 'How to understand X'. 'Studying' implies that it covers all you need for your study, 'working with' and 'doing' are used where we want to convey that the book is practical and gives and applied, hands-on approach.

On the whole, the choice will depend on the level of the book and its likely audience, and will differ from book to book (for trade-oriented books, a catchy title with an explanatory subtitle might be preferred), unless the book falls into a series, when there might be a preferred style for consistency.

The key thing is that the title conveys what the book covers, whether in the main, or sub-title. This means that the book will come up in bookshop and internet searches on that subject area, and will be clearer to buyers working in bookshops when they have to judge whether to take stock of titles.

2. The title is a collaborative process, and subject to market research on existing competition and audience requirements. An author will come up with the original title when they submit a proposal to a publisher. This will be reviewed by internal and external reviewers before the book reaches contract stage. The title may change at this point if the editor or reviewers comment on it. Most publishers have some form of signing-off process for each project, so members of the marketing, sales and other departments will have to approve the project before an offer is made to the author. Again, this might be a chance for them to raise title suggestions. Ideally, the final title is agreed before contract stage, but it can change over the writing process, and doesn't need to be firmly set until the final jacket, and page proofs are agreed on, which is shortly before the book goes to press.

3. This is an interesting phenomenon and not one I'd thought about before. Certainly in academic publishing, I think it may be popular because it is a 'doing' word and implies that this book will help you to get involved with managing/becoming/exploring etc. It sounds more exciting and pro-active than a drier title. Lecturers comment to me that they increasingly need to find ways to involve their students and get them thinking creatively and critically, as it's all too easy for them simply to read the bare minimum to pass their exam and not actually think about the subject at all, so books which suggest a more involved process would be the ones they would recommend on courses, and hence the ones that students are compelled to buy. So that appeals to the publisher as sales will be higher.

4. I like a title which tells me what the book does. In the academic field, it's easy to have ten or twenty books with roughly the same title and no clue to what the book does differently. So I appreciate it when a gerund title can perhaps give more of a clue to the style of learning that you might find in the book. Until your message, I'd not given it any thought as a deliberate strategy, but I can't think of anything negative about it.

Hope that helps! Please bear in mind that these are my views and guesswork about why publishers use gerund titles, and not the views of Blackwell Publishing.

Andrew

## Appendix 8: Translation solutions

Building applications with Microsoft Outlook 98 > Tvorba aplikací v Microsoft Outlook 98

Building customer loyalty > Jak získat věrné zákazníky

Building self-esteem in children > Jak nevychovat dítě s pocitem méněcennosti

Building Internet Firewalls > Firewally

Building mental muscle > Mozek a jak ho cvičit

Building strong brands > Brand building : budování obchodní značky : vytvoření silné značky a její úspěšné zavedení na trh

Coping with parents > Jak vyzrát na rodiče

Coping with pets > Jak vyzrát na domácí mazlíčky

Creating a charmed life : sensible, spiritual secrets every busy woman should know > Život jako v bavlnce : několik praktických rad, které by pro žádnou z nás, uštvaných žen, neměly zůstat tajemstvím

Creating a new civilization > Nová civilizace

Creating a successful CV > Jak napsat CV

Creating affluence > Vytváření hojnosti

Creating cool VBScript web pages > Visual Basic Script : tvorba dokonalých WWW stránek

Creating cool web applets with Java > Java : tvorba dokonalých WWW stránek

Creating demand > Vytváření poptávky

Creating health > Cesty ke zdraví

Creating mandalas : for insight, healing, and self-expression > Vytváření mandaly : cesta poznání, léčení a sebevyjádření

Creating money > Tvoření peněz

Creating web pages in easy steps > Tvorba webových stránek

Creating your first web page > Jak si udělat svou první webovou stránku : váš klíč k úspěchu s prezentací na webu

Dealing with people you can't stand : how to bring out the best in people at their worst > Jak vycházet s lidmi, s kterými si nerozumíte : jak dostat to nejlepší i z toho nejhoršího chování lidí

Designing and planning bathrooms > Zařizování a modernizace koupelny

Designing and planning dinning areas > Útulná jídelna

Designing with houseplants > Útulný domov s rostlinami

Developing games in Java > Vývoj her v jazyku Java

Developing intuition > Rozvíjení intuice

Developing the leader within you > Rozvíjejte své vůdčí schopnosti

Developing the leaders around you > Jak v lidech vypěstovat vůdčí schopnosti

Doing a great work : Ezra and Nehemiah simply explained > Velkolepé dílo : poutníkův komentář k biblickým knihám Ezdráš a Nehemjáš

Doing business in the U.S. > Jak obchodovat s Američany

Doing business with the West : a guide for East European entrepreneurs > Jak obchodovat se Západem : průvodce pro východoevropské podnikatele

Doing it the hard way > Jít těžkou cestou

Doing less and having more > Snadnou cestou k bohatšímu životu

Doing the right thing : cultivating your moral intelligence > Morální inteligence : jak rozvíjet a kultivovat dobro v nás

Exploring corporate strategy > Cesty k úspěšnému podniku

Exploring the secrets of nature > Soukromí živočichů

Getting past no : negotiating with difficult people > Jak překonat nesouhlas : zásady vyjednávání s lidmi, s nimiž nelze vyjednat

Getting to yes : negotiating agreement without giving in<sup>67</sup> > Dohoda jistá : zásady úspěšného vyjednávání

Getting to yes : negotiating agreement without giving in > Jak dosáhnout souhlasu : zásady úspěšného vyjednávání

Getting well again : a step-by-step, self-help guide to overcoming cancer for patients and their families > Návrat ke zdraví : léčebná metoda pro pacienty s karcinomem a jejich rodinu

Going beyond Buddha > Až za Buddhu : nasloucháním k probuzení

Growing up : all about adolescence, body changes and sex > Dospívání a sex : puberta, tělesné změny a sex

Improving the implementation of the European rules on community sanctions and measures (Rec(2000)22 and report) > Zdokonalování implementace Evropských pravidel o alternativních trestech a opatřeních : doporučení (2000)22 vydané Výborem ministrů Rady Evropy 29. listopadu 2000 a zpráva

Learning early > Rozvoj osobnosti : naše dítě

Learning psychotherapy : rationale and ground rules > Základy psychoterapie

<sup>67</sup> This book has been published twice by Management Press – first time under the title *Dohoda jistá: zásady úspěšného vyjednávání*, second time under the title *Jak dosáhnout souhlasu: zásady úspěšného vyjednávání*, see <http://www.mgmtpress.cz/>.

Learning Python > Naučte se Python  
 Learning Red Hat Linux > Učíme se Red Hat Linux  
 Learning to lead > Základy vedení  
 Learning to live well with diabetes > Příručka pro diabetiky  
 Learning to paint & draw > Malování a kresba  
 Learning to walk alone > Učím se žít sama  
 Learning together > Místo na slunci : globální výchova pro děti 5 - 10 let  
 Learning wireless Java > Naučte se Java 2 Micro Edition

Living a lie > Život ve lži  
 Living in an area of freedom, security and justice > Život v prostoru svobody, bezpečí a práva  
 Living in faith > Život ve víře  
 Living in wisdom > Žít v moudrosti  
 Living of the land > Jak tábořit a žít v přírodě  
 Living the tarot > Tarot v životě  
 Living with illness > Přeji Ti brzké uzdravení  
 Living with joy : keys to personal power and spiritual transformation > Žít s radostí : klíče k osobní síle a duchovní transformaci  
 Living with our genes : why they matter more than you think > Geny a osobnost : biologické základy psychiky člověka  
 Living with the Himalayan masters > Život s himálajskými mistry  
 Living with the passive-aggressive man > Nikdy nevím, jak na tom s tebou jsem

Looking after your budgerigar : a young pet owner's guide > Bydlí s námi andulka : průvodce pro mladé chovatele  
 Looking after your cat : a young pet owner's guide > Bydlí s námi kočka : průvodce pro mladé chovatele  
 Looking after your dog : a young pet owner's guide > Bydlí s námi pes : průvodce pro mladé chovatele  
 Looking after your gerbils : a young pet owner's guide > Bydlí s námi pískomil : průvodce pro mladé chovatele  
 Looking after your guinea pigs : a young pet owner's guide > Bydlí s námi morče : průvodce pro mladé chovatele  
 Looking after your hamster : a young pet owner's guide > Bydlí s námi křeček : průvodce pro mladé chovatele  
 Looking after your rabbits : a young pet owner's guide > Bydlí s námi králík : průvodce pro mladé chovatele  
 Looking for Spinoza : joy, sorrow and the feeling brain > Hledání Spinozy : radost, strast a citový mozek  
 Looking good in print > Profesionální design v reklamě  
 Looking good on the web > Profesionální design na webu

Making decisions about children > Rozhodujeme o dětech  
 Making friends > Jak vycházet s lidmi k vlastnímu prospěchu  
 Making marriage work > Manželské mýty  
 Making presentations > Jak připravit dobrou prezentaci  
 Making salads > Jak připravit saláty  
 Making talismans, living entities of power > Magická síla talismanů a amuletů : vytváření a praktické využití  
 Making the Cisco connection : the story behind the real Internet superpower > Cisco : příběh skutečné internetové velmoci  
 Making the most of today > Využít každý den  
 Making your family life happy > Vytvářet šťastný rodinný život

Managing Cisco network security > Zabezpečení sítě Cisco : autorizovaný samostudijní výukový kurz  
 Managing for results : economic tasks and risk taking decisions > Podnikové řízení a hospodářské výsledky  
 Managing for the future : the 1990s and beyond > Cestou k zítřku : management pro 21. století  
 Managing growth > Růst podniku  
 Managing growth > Řízení růstu : jak dosáhnout řízeného obchodního růstu podniku  
 Managing performance through training and development > Vzdělávání pracovníků a řízení pracovního výkonu  
 Managing risk > Řízení rizika  
 Managing teams : a strategy for success > Psychologie týmové práce : strategie efektivního vedení týmů  
 Managing the impact of the Euro > Euro : jak se vyrovnat s důsledky zavedení jednotné evropské měny  
 Managing the non-profit organization : practices and principles > Řízení neziskových organizací

Measuring student knowledge and skills : a new framework for assessment > Měření vědomostí a dovedností : nová koncepce hodnocení žáků

Reading the Bible > Čtení bible

Rethinking the future > Nový obraz budoucnosti

Talking straight > Lee Iacocca to říká na rovinu

Teaching children to learn > Učíme děti myslet a učit se  
 Teaching drama : a mind of many wonders > Vyučování dramatu : hlava plná nápadů  
 Teaching Montessori in the home > Metoda Montessori a jak ji učit doma  
 Teaching your children values > Jak naučit děti hodnotám

Thinking in C++ > Myslíme v jazyku C++  
 Thinking in Java 2nd edition > Myslíme v jazyku Java  
 Thinking like a mountain : towards a council of all beings > Myslet jako hora : shromáždění všech bytostí

Thinking of you > Jsem stále s tebou  
Thinking sociologically > Myslet sociologicky

Understanding allergies > Alergie

Understanding climate and the environment > Počasí : zemská atmosféra, srážky, meteorologie, klimatická pásma, životní prostředí

Understanding depression > Deprese : příznaky, příčiny, diagnostika, léčba

Understanding Europe > Porozumět Evropě

Understanding exposure : how to shoot great photographs > Naučte se exponovat kreativně : poznejte tajemství tvorby skvělých snímků filmovým i digitálním aparátem

Understanding intranets : the decision-maker's guide to intranet technology > Intranety : principy a praxe : průvodce technologiemi a možnostmi počítačových sítí internetového typu v podniku

Understanding journalism > Žurnalistika : praktická příručka pro novináře

Understanding leadership, fresh perspectives on the essentials of New Testament leadership > Úspěšné vůdcovství : je to opravdu (ne)možné?

Understanding macroeconomics > Makroekonomie

Understanding media : the extension of man > Jak rozumět médiím : extenze člověka

Understanding scrupulosity > Porozumět úzkostlivým

Understanding the adolescent > Dospívání : kniha pro rodiče

Understanding the financial value of brands > Oceňování značky a jeho význam

Understanding the hidden meanings of women's clothes > Tajemná řeč módy : co říkáme svým oblečením

Understanding the tarot : a personal teaching guide > Tarot : jak porozumět svému osudu prostřednictvím karet

Using astrology to choose your partner > Astrologie lásky : klíč k výběru partnera

Using Office 2000 Special Edition > Microsoft Office 2000, Small Business Edition

Using Samba > Samba : Linux : souborový a tiskový server pro heterogenní síť

Using the internet > Internet : odborný poradce

Using your first PC > Můj první počítač

Walking and climbing in the Alps > Alpy : příroda, turistika, výstupy

Walking in Austria > Putování rakouskými Alpami

Walking on thin ice > Ledovou pustinou k severnímu pólu

Walking with dinosaurs > Putování s dinosaury

Walking with the beasts > Putování s pravěkými zvířaty : prehistorické safari

Working together > Pracujeme společně

Working with children in art therapy > Arteterapie s dětmi

Working with emotional intelligence > Práce s emoční inteligencí

Writing word macros > Programujeme makra ve Wordu