CECILIA-MIHAELA POPESCU, OANA ADRIANA DUȚĂ, *Discourse Markers in Romance Languages. Crosslinguistic Approaches in Romance and Beyond*, Berlin, Peter Lang, 304 p.

The volume *Discourse Markers in Romance Languages. Crosslinguistic Approaches in Romance and Beyond*, edited by Cecilia-Miahaela Popescu and Oana Adriana Duța, brings together fourteen selected papers presented at the seventh edition of the renowned international conference Discourse Markers in Romance Languages (DISROM7), hosted at University of Craiova, Romania, in June 2023. The studies in this volume explore a wide range of discourse markers through various approaches, including pragmatic, semantic, corpus-based, syntactic, and sociolinguistic perspectives. Each chapter offers a valuable insight into both the theoretical framework of discourse markers and their diverse functions across Romance languages. The contributions in this volume are organized into three thematic sections: theories and methods, comparative analysis and corpus-based analyses, offering a logical progression from general frameworks to specific case studies.

In the first section, Adriana Costăchescu argues for the need to revise and adjust two major pragmatic theories developed decades ago – Grice's Cooperative Principle (1975) and Sperber and Wilson's Relevance Theory (1986) – at a time when the study of discourse markers was still in its early stages. Since the beginning of the last decade of the 20th century, research on discourse markers has increased significantly, highlighting the need to revisit these foundational theories in light of more recent developments in discourse and conversation analysis. By examining the functions of three distinct categories of discourse markers – disagreement (e.g., *assez* 'enough', *tais-toi/taisez-vous* 'shut up', *ça suffit* 'that's enough', *arrête!* 'stop!'), topic shift (e.g., *à propos* 'by the way', *d'ailleurs* 'besides', *quant à* 'as for', *concernant* 'regarding', *au sujet de* 'concerning'), and reformulation (e.g., *c'est-à-dire* 'that is', *à savoir* 'namely', *disons* 'let's say', *je veux dire* 'I mean') – the author emphasize their role in enriching and clarifying "not only the prerequisites for a proper functioning of the dialogue, but also in the logical mechanism of formation of presuppositions" (p. 33). Discourse markers of disagreement, for instance, affect the Cooperative Principle by temporarily suspending the verbal exchange or by shifting the topic and direction of the conversation. Discourse markers of reformulation indicate that the speaker is willing to make additional effort to convey a relevant and clear message. This contradicts the principle of relevance, which suggests that the less effort required to process information, the higher the message's relevance.

In the second chapter of the first section, Chiara Ghezzi examines the use of *adunque* and *dunque* ('then, therefore') in Old Italian, as well as the role of English translations in pragmatic analysis. In doing so, the author traces their development back to Latin, investigates whether the two forms had distinct functions or were used interchangeably, and explores the possibility of a personal patterned variability associated with a writer's history of usage. The author identifies three main uses of *adunque* and *dunque* in the analyzed corpora: **connectives**, **discourse markers**, and **pragmatic markers**[1]. As **connectives**, *adunque* can function as a discourse-structuring marker with a specialized resultative meaning, which is less common for *dunque*. Both markers serve to indicate a transition in the text. As

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[1] The distinction between discourse and pragmatic markers follows Ghezzi's (2014) approach, which differentiates them based on their textual vs. interactional functions: while discourse markers structure discourse and organize textual cohesion, pragmatic markers contribute to speaker-hearer interaction, stance, and interpersonal meaning.

discourse markers, they signal the speaker's progression through discourse, mark the development of an idea or unit, establish a temporal relation between linguistic events, introduce a new topic, or indicate a transition to a subtopic or a change of frame. As **pragmatic markers**, they co-occur with imperatives to urge action or to manage turn-taking in interrogative contexts. An interesting aspect the author points out is that the use of *adunque* and *dunque* varies depending on the genre. For example, in novellas *adunque* is more frequent as connective and *dunque* as pragmatic marker. This observation leads the author to invite further research into their usage in argumentative texts and poetry. A key open question is which factors influence the choice between *adunque* and *dunque*. Possible parameters include sentence position, function, and social stratification, as some letters feature only adunque while others include both. This underscores the role of patterned variability and individual agency in language change, a perspective emphasized in historical sociolinguistics (cf. Petré 2016; Petré & Van de Velde, 2018). Another significant aspect discussed is that English translations offer valuable insights into the functions of *adunque* and *dunque*, revealing usage patterns. When introducing narration, they are often translated as *know then*, while *now* is used for discourse progression. The variety of translations in novellas highlights their polyfunctionality, particularly in distinguishing discourse markers from connectives. Moreover, cross-genre translation patterns confirm a substantial functional overlap between *adunque* and *dunque* in Old Italian, suggesting their interchangeability in many contexts.

The second section of the volume gathers five studies exploring discourse markers in relation to various semantic and pragmatic categories. In their *Study on the French functional Equivalents of some Modal and Metadiscoursive Uses of the European Portuguese Marker 'lá'*, Piere Lejeune and Amália Mendes draw attention to the challenges of preserving the subtle and abstract meanings of polysemous discourse markers in translation. Their research focuses on two adverbs with locative, temporal and modal uses, European Portugue *lá* and French *là*, which, despite their morphological similarity, are rarely equivalent in terms of functions. European Portuguese *lá* carries a stronger subjective component, which allows for a broader range of modal uses compared to French *là*.

In *The semantic and Pragmatic Meanings of Italian* davvero *through Text Types*, Federica Cominetti and Doriana Cimmino examine the semantic and pragmatic meanings of the Italian adverb *davvero* ('really'), demonstrating how, in specific textual contexts, it gives rise to particular pragmatic enrichments. The authors argue that *davvero* preserves its inherently dialogic features even in monologic texts, both spoken and written (such as political monologues), where it conveys a negative epistemic judgment and a polemic attitude. This contrasts with its use in spontaneous spoken Italian, where it typically functions as a marker of agreement, surprise, or courtesy.

The following two chapters, *The Evidentiality Dimension of the Italian Discourse Marker* sai *between Subjectification and Intersubjectification Processes* by Viviana Masia and *The Use of* știi, știți, vezi *and* înțelegi, înțelegeți *as Discourse markers in Spoken Romanian. A Quantitative Analysis* by Claudia Timoci, focus on the grammaticalization of evidential markers in Italian and Romanian. Viviana Masia analyzes the Italian *sai* ('you know'), showing how, through subjectification, it develops evidential value by signaling mutual knowledge and marking information as shared within dialogue. Masia also compares the evidential use of *sai* with the evidential system in Quechua, highlighting how *sai* transforms subjective statements into intersubjective ones. Claudia Timoci's contribution conducts a quantitative study of the Romanian markers *știi, știți, vezi, vedeți*, and *înțelegi* ('you know,' 'you see,' 'you understand'), examining their functions and frequencies across eight genres, with attention to differences between formal and informal contexts.

In the final chapter of this section, *Discourse Markers in Complaints and Apologies: A Comparison between Native and Non-Native Speakers of Italian*, Anna de Marco and Emanuela Paone address an interesting topic: how second language learners of Italian use discourse markers in dyadic interactions with native speakers. In contexts such as complaints and apologies, L2 learners often struggle to use discourse markers as effectively as native speakers. The study examines markers such *as scusa ma/mi, scusi ma* ('sorry but'), *insomma* ('in short'), *voglio dire* ('I mean'), *dai* ('come on'), and *lo so/ho capito* ('I know/I see'), to name just a few, as it explores a wider range of discourse

markers used in these interactions. This research is particularly valuable for language teachers, who are encouraged to address discourse markers by focusing on their pragmatic functions in such interactional contexts.

The third section of the volume brings together studies that apply corpus-based approaches to the analysis of discourse markers. In *Dismark and Text-a-Gram: Automatic Identification and Categorization of Discourse Markers in Texts*, Rogelio Nazar, Irene Renau, and Hernán Robledo present a methodology for compiling a taxonomy of discourse markers using a parallel corpus. The two interconnected projects, Dismark and Text-a-Gram, have a wide range of applications, including language teaching, writing assistance, and translation. They also contribute to expanding the inventory of discourse markers by helping linguists identify and analyze their usage in real texts.

In the following chapter, *Digital Discourse Markers in Romanian Forum Communication: The case of* welp*,* TBH (to be honest) *and* TBF (to be fair), Bianca Alecu investigates forms and functions of discourse markers in computer-mediated communications using Crible and Degan's (2019) model of annotation. From the author's perspective, digital interaction – characterized by mixed registers and forms – constitutes a distinct environment from spontaneous spoken or traditional written discourse. Consequently, she proposes the term **digital discourse markers** to refer to elements that fulfill pragmatic functions within forum exchanges.

In *Reformulation Markers, Linguistic Typology and Rhetorical Conventions: The Case of Spanish and Korean*, Heejung Kim presents a contrastive analysis of reformulation markers, highlighting how the typological differences between Spanish (a fusional language) and Korean (an agglutinative language) help explain the number and distribution of cases identified in the corpus. Additionally, rhetorical traditions play a key role, particularly in phenomena like double reformulation in Korean, which reflect distinct cultural approaches to discourse organization.

In chapter eleven of this section, Fátima Silva, Fátima Oliveira and Ana Sofia Pinto analyze discourse reformulation markers following the structure 'mais + adverb – mente', focusing on their syntactic, semantic, and discourse properties. Their study is based on written and oral corpora from a range of European Portuguese genres and shows that, with the exception of *mais corretamente*, all the markers studied (*mais precisamente, mais exatamente, mais concretamente, mais propriamente*) display semantic polyfunctionality, conveying meanings that range from correctness to precision depending on the context.

Chapter twelve, *Interactional Discourse Markers in a Corpus of Italian Migrants in Munich* by Anna de Marco and Mariagrazia Palumbo, explores the variation of interactional discourse markers across generations within two groups of Italian migrants. The authors aim to identify the most frequent functions, the number of discourse marker types and tokens used by each group, as well as the factors driving the changes observed from one generation to the next.

In chapter thirteen, Alice Ionescu undertakes a comparative analysis of the French discourse marker *si vous voulez* and its Romanian counterpart *dacă vreți* using bilingual parallel corpora. She aims that the two markers display strong similarities in use, noting that the metadiscursive function of *si vous voulez* is well-established and longstanding in French, whereas in Romanian it appeared later, probably as a result of French influence.

In the final chapter of the volume, *'Même' Discourse Marker? A Study of its Argumentative Uses*, Louise Behe argues that the adverb *même* functions as a discourse marker in argumentative contexts. Using Semantic Block Theory (Carel 2019), which models discourse as sequences of meaning units connected through argumentative relations, Behe shows that *même* signals a transposition relation – a shift or contrast between connected contents. Typically positioned at the beginning of utterances, *même* guides argumentative interpretation without altering propositional content. Its removal can reduce the sense of unexpectedness, revealing how *même* shapes the range of possible interpretations. This supports its classification as a discourse marker, aligning with key criteria in discourse marker research (cf. Rossari 2000; Hansen 2006).

The volume *Discourse Markers in Romance Languages. Crosslinguistic Approaches in Romance and Beyond* makes a significant contribution to the study of discourse markers by combining diverse methodologies, languages, and theoretical frameworks. Covering topics from historical pragmatics to digital communication, from crosslinguistic comparison to language acquisition, the volume provides a comprehensive overview of current research trends in the field. For this reason, the volume is an essential resource for researchers and students interested in the dynamic and multifaceted nature of discourse markers across languages and linguistic domains.

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Monica VASILEANU, *RLS, pls! Manual de limba română ca limbă străină pentru nivelul A1* [Coursebook of Romanian as a foreign language for level A1], Bucharest, Editura Universităţii din Bucureşti – Bucharest University Press, 2024, 151 p.

This coursebook is part of a collection coordinated by Ionuţ Geană, Director of the Center for Romanian Studies UB, and is primarily designed for participants in the Summer Courses in Romanian Language, Culture and Civilization, held at the Faculty of Letters, University of Bucharest. Inaugurated in 1960 and boasting a long-standing tradition, these two-week courses, typically organized between the end of July and beginning of August, include 40 hours of teaching alongside various cultural and linguistic activities. The profile of prospective participants is unique in the sense that they are not naïve learners, instead, as pointed out by the author of the book, they are usually polyglots who know at least one Romance language, some of them being linguists.

Against this background, the coursebook designed by researcher and RLS instructor of over 14 years, Monica Vasileanu, favors an inductive teaching approach, fostering the acquisition of all four

core language skills (i.e., listening, reading, speaking, and writing). The advantage of this model resides in enabling learners to undertake an active role in their language development. As mentioned in the *Foreword* (pp. 7–8), the lessons are designed to broadly follow the structure proposed in Ionuț Geană's textbook, *Limba română pentru străini. Manual pentru avansați* (C1–C2) [Romanian for foreign students. Manual for advanced learners (C1–C2)], published in 2014. Consequently, apart from the first lesson, all units are organized in four sections, in accordance with the Common European Framework of Reference for Languages (CEFR). The first section, *Understanding the written text*, proposes an introduction to the topic of the lesson, either in the form of warm-up questions or through images anticipating the core vocabulary used, followed by a text illustrating the main speech acts, the grammar and vocabulary content to be taught. This section also includes two sets of comprehension questions, the first testing global comprehension, while the second targeting detailed comprehension. The section concludes with vocabulary retention exercises. The grammar topics derived from the written text are further discussed in the second section, *Language and Communication*. The third section, *Understanding the oral text*, proposes a work task based on audio recordings, followed by a writing task. The last section, *Extras*, provides sociolinguistic data, culture and civilization background, or serves as an extension of the lesson's linguistic content. Speaking exercises are integrated throughout the lesson rather than being assigned a separate section, ensuring the immediate application of newly acquired linguistic data within the content studied. We draw attention to the fact that this coursebook does not employ an intermediary language to teach Romanian to foreign students. In turn, this approach allows for a full language immersion, ensuring that learners infer meaning through context, visual cues, and structured activities.

Following a brief introduction to the Romanian alphabet, the coursebook advances into the 10 lessons. In the introductory lesson, *Eu sunt…* [I am…], pp. 11–20 (16 exercises), learners become familiar with key Romanian phrases for greetings, self-introduction and polite forms of address. Vocabulary activities focus on common professions, while the grammar section covers personal pronouns and the verb *a fi* "to be", the indefinite article, common time and place adverbials, as well as the conjunctions *şi* "and", *sau* "or", and *dar* "but", thus enabling students to engage in a basic form of communication. Beyond the core lesson material, the *Extras* section presents additional greeting forms, exposing students to a diverse range of formal and informal ways of addressing others. Lesson 2, *Date de identitate* [Identification information], pp. 21–30 (22 exercises), presents general orientation questions, numbers and plural forms for nouns, demonstratives, and the verb *a avea* "to have". Short forms of Romanian numbers are illustrated in the *Extras* section, thus familiarizing learners with informal speech patterns, a skill which is useful for day to day activities such as telling the time, discussing prices, or providing contact information. The third lesson, *O prietenă bună* [A good friend], pp. 31–42 (22 exercises), introduces key vocabulary related to the time of day, seasons, dates and holidays, helping students to engage in face-to-face conversation pertaining to daily routines, weather, and cultural events. The *Language and communication* section is dedicated to adjectives and the verb *a sta* "to stay". The topics addressed in this unit also enable learners to describe people, places, and situations with greater precision. Lesson 4, *Acasă* [Home] pp. 43–56 (21 exercises), focuses on essential vocabulary related to houses and buildings, thus equipping learners with the key phrases needed to describe living spaces, household objects, and architectural elements. Grammatical information covers prepositions, which are intuitively introduced through visual aids, as well as noun gender correlated with phonological alternations. Activities related to getting around in the city are presented in Lesson 5, *În oraş* [In town] pp. 57–68 (18 exercises), alongside time expressions, the definite article, the verbs *a merge* "to walk", *a ajunge* "to arrive", *a face* "to do", and the possessive adjectives. The written text in the *Extras* section offers an engaging cultural exploration through notable landmarks and monuments in Bucharest. Lesson 6, pp. 69–79 (19 exercises), centers around activities as a means of introducing verbs, a method which aligns with an inductive learning approach, leading to an enhanced retention of the core grammatical information. The seventh lesson, *Un e-mail* [An e-mail], pp. 81–91 (17 exercises), builds upon the previous unit by introducing irregular and reflexive verbs. The reading and writing activities expose students to different ways of composing and responding to emails, reinforcing core grammatical structures and vocabulary in a real-life context. Additionally, the unit covers vocabulary related to food and dining, enhancing learners' linguistic competence while also preparing them for

authentic interactions in restaurants, markets, or social gatherings. This vocabulary format is carried into the following lesson, *La piaţă sau la supermarket* [*At the market or at the supermarket*], pp. 93–103 (17 exercises). The supplementary section showcases Romanian desserts along with recipes, integrating both vocabulary and grammatical concepts within the context of traditional Romanian cuisine. Lesson 9, *O reclamaţie* [A Complaint], pp. 105–114 (20 exercises), focuses on specialized language for lodging complaints and includes vocabulary related to family. In terms of grammar, it covers past tense verbs and ways of expressing possession. The final lesson, *Dorinţe, obligaţii, planuri* [Desires, obligations, plans], pp. 115–124 (17 exercises), equips learners with the vocabulary needed to express likes, dislikes, and personal intentions. Additionally, it integrates key grammatical structures, focusing on clitics and future tense verbs. We thus observe that the sequencing of lessons proposed in the coursebook ensures that learners build upon previously acquired knowledge, reinforcing both vocabulary and grammatical structures in a practical manner.

The author provides links to the colored images used throughout the book which were either taken from royalty-free websites or occasionally generated with artificial intelligence. The high-quality audio recordings, at least two for each lesson, were made at the Phonetics Laboratory within the Romanian Academy Institute of Linguistics "Iorgu Iordan – Alexandru Rosetti". These recordings were performed by two actors, Otilia Panainte and Răzvan Mihai Rotaru. Audio files can be accessed by scanning the QR code available on the back cover of the book. Transcripts are also given (pp.127–136). The manual concludes with a key for exercises (pp.137–151), thus promoting independent learning and granting users the opportunity for self-assessment.

RLS, pls! Manual de limba română ca limbă străină pentru nivelul A1 [Coursebook of Romanian as a foreign language for level A1] is also available as an eBook on Google Play (https://play.google.com/store/books/details?id=UB4tEQAAQBAJ), making for an accessible, portable and flexible language material. We believe that such resources should lead to the development of integrated platforms for teaching Romanian as a foreign language, accessible across all educational and language instruction centers.

Without detracting from the overall quality of the coursebook, we contend that, given its A1 level, a more comprehensive illustration of the Romanian vowel and consonant inventory, particularly in a cross-linguistic setting, would have been beneficial for learners. Also, existing typos are to be addressed for reprints.

In conclusion, Monica Vasileanu's RLS textbook is a significant contribution to the field of Romanian language studies, well-suited not only for the Summer Courses in Romanian Language, Culture, and Civilization at the University of Bucharest, but also for the Preparatory Year program or Romanian language lectureships. This being said, we are looking forward to the upcoming coursebooks in the series.

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