

Book Review

Exploring Language Variation, Diversity and Change, Editors Marinela Burada, Oana Tatu and Raluca Sinu, Cambridge Scholars Publishing, 2021, 234 pp.

The collective volume *Exploring Language Variation, Diversity and Change* is crafted under the supervision of three reputed linguists from Transylvania University of Brasov who developed a model collaborative relationship. Due to the balanced division of roles within the editorial team, each editor synoptically prefaces one chapter and, hence, assumes full responsibility for the formal quality of the papers included.

As stated in its introduction by Raluca Sinu, Chapter I brings to attention a series of *Language Explorations* that focus contrastively on the structure of natural languages, to the purpose of illustrating some linguistic phenomena which represent enduring research areas to the four specialists authoring the papers.

The opening paper authored by Mihaela Tănase-Dogaru approaches the correlative constructions *both ... and* with its Romanian equivalents *atât ... cât* (correlative reinforcement) and *și ... și* (conjunction doubling), by presenting the differences between the two structures in terms of single/multiple-event reading and by exemplifying their distributivity. Maria Aurelia Cotfas adopts a corpus-based approach (using examples extracted from the CoRoLa corpus and the Google search engine) to examine the behaviour of infinitival clauses in subject position. In her turn, Sofiana Lindemann focuses on the intersentential factors involved in pronoun resolution from the point of view of interpretation, while Mihaela Zamfirescu experiments with students' ways of coping with the translation into Romanian of sentences containing the polarity sensitive *any* compared with free choice *any*.

The following three papers included in Chapter II report on language choices made in varied professional contexts, from university to pre-university levels, from face-to-face interactions to dictionary-

making activities. The first author in this chapter, Oleksandr Kapranov, performs a quantitative analysis of the frequency and distribution of self-mentions in academic essays composed by non-native EL writers. By comparison, Gabriela Chefneux investigates the argumentative strategies employed by speakers engaging in professional interactions, based on recordings and transcripts of real-life interactions between Romanian natives placed in educational settings. The only contributor to the volume who assumes a double role – of editor and paper author – capitalizes on her research experience in Romanian lexicography to assess the variety and usage of the labels used in the Dictionary of the Romanian Language (DTLR) by lexicographers who operated “under different circumstances and constraints”.

By far the most extensive chapter of the volume, *Chapter III: Language Teaching and Acquisition* brings together within the same organisational frame 6 authors whose “topics range from finding strategies of tailoring the teaching process to the students’ learning needs, of complying with these needs or trying to refine them, to integrating novel means of educating, such as virtual exchange and mobile technology, all with a view to ensuring language acquisition” (Tatu, 136).

In adopting a needs-analysis perspective, Ecaterina Pavel examines the specific needs and challenges encountered by learners/users of English for Medical Purposes in order to justify the conclusive argumentation in favour of increased suppleness in the course priorities and the selection of materials intended to facilitate specialized language acquisition. With a similar intention but with a different target group in focus (engineering students), Cristina Vâlcea observes the extent to which students’ learning needs overlap with the teaching objectives and reaches the conclusion that solutions of compromise are salutary on both sides. Another case-study perspective involving university students, performed by Adrian Buşu, also highlights the need for flexibility in the teaching process to the purpose of finding the optimal

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means of dealing with error correction as a common language learning strategy.

A further plea in favour of promoting students' active participation in the English class along with encouraging their personal development through new educational means and strategies is made in the papers *Virtual Exchange in Education and Beyond. An Overview* and *Mobile Technology for ESP Students: Usage and Attitudes*. Gabriela Tutunea adopts a similar line of thought to Alexandra Stan: the former favours Virtual Exchange as an effective framework of social interaction, the latter accepts the idea of confidently integrating mobile devices in educational settings, with a view to assisting the teaching-learning process.

Through its judicious tripartite structure, the volume gives prominence to the richness of the topics approached and the multiplicity of perspectives which shape each contribution. What is also really impressive in the articulation of the book as a whole is its cohesiveness and flexibility, which are ensured by allowing the authors to express themselves in a personalised style within the confines of academic standards.

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