



## Landmarks of the Linguistic, Methodological and Intercultural Dimensions of Teaching Romanian as a Foreign Language

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**Abstract:** Teaching Romanian as a foreign language is a complex field, in which linguistic, methodological and intercultural dimensions converge. This article explores these dimensions and highlights the strategies for integrating international students into the Romanian university environment. The emphasis is placed on the need for a didactic approach adapted to the linguistic and cultural needs of students, as well as on the use of active and interactive methods to facilitate learning. The study highlights the importance of intercultural competences for both teachers and students, in creating an inclusive and stimulating educational environment.

**Keywords:** Romanian as a foreign language; linguistic dimensions; didactic methodology; intercultural integration; international students; universities in Romania

### 1. Introduction

Globalization and academic mobility have led to an increase in the number of international students choosing universities in Romania. Their integration depends largely on linguistic skills in Romanian, but also on adaptation to the educational system and the local academic culture. Teaching Romanian as a Foreign Language (TRFL) is not limited to grammatical instruction, but also involves innovative and

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intercultural methodological dimensions, designed to support the development of students' communicative and social skills.

## **2. General Organization of the Paper**

Teaching Romanian as a foreign language involves a complex approach, which integrates linguistic, methodological and intercultural dimensions, each contributing to the formation of the skills necessary for effective communication and integration into the Romanian academic environment. These dimensions are not separate, but interdependent, supporting a holistic learning process, adapted to the needs of international students.

The linguistic dimension represents the core of teaching Romanian as a foreign language, focusing on the development of oral and written communication skills, as well as on the understanding of the linguistic system of the language. This includes phonetic, lexical, morphological, syntactic and semantic acquisition, all adapted to the proficiency level of international students.

With in this dimension, the emphasis is on:

Developing receptive and productive skills – listening, reading, speaking and writing are integrated into teaching activities to support effective communication;

Enriching vocabulary and common expressions – students are exposed to the necessary lexicon in both academic and everyday contexts;

Understanding the structure of the Romanian language – international students learn grammatical rules and language-specific constructions, which facilitates correct and coherent expression;

Applying the language in real contexts – the use of authentic materials, such as literary texts, articles, audio and video materials, contributes to the development of functional communication skills.

The linguistic dimension constitutes the foundation of the academic and social integration of international students, as the acquired skills allow active participation in courses, interaction with teachers and colleagues, as well as adaptation to the Romanian university environment.

By focusing on understanding and using the language in various contexts, the linguistic dimension also supports the development of other dimensions of learning

Romanian as a foreign language, including the methodological and intercultural dimensions, creating a complete framework for the integration of international students.

The linguistic dimension refers to the development of the skills of receiving and producing oral and written messages in Romanian, as well as to understanding the grammatical and lexical structure of the language. This involves:

- the acquisition of communication skills in academic and everyday contexts;
- the development of vocabulary and common expressions;
- the consolidation of reading, listening, speaking and writing skills, adapted to the level of competence of international students.

The linguistic dimension constitutes the foundation of academic and social integration, allowing students to actively participate in courses and adapt to university life.

The methodological dimension refers to the teaching strategies, techniques and resources used to facilitate the learning of the Romanian language.

Through the methodological dimension, the teaching process becomes flexible, student-centered and adapted to the diversity of their needs.

The methodological dimension refers to the strategies, techniques and teaching resources used in the process of teaching Romanian as a foreign language (LRCS), with the aim of facilitating linguistic acquisition and supporting the integration of international students into the university environment. This ensures a structured approach adapted to the diverse needs of learners, combining teaching efficiency with the stimulation of students' autonomous activity.

The main characteristics of the methodological dimension include:

- Active and collaborative approach to learning – the use of interactive methods, such as group projects, debates and didactic games, stimulates student involvement and the development of communicative skills;
- Integration of digital technologies – online platforms, language learning applications and multimedia resources facilitate access to teaching material and continuous communication between student and teacher;
- Formative and differentiated assessment – tasks adapted to the level of competence of each student allow monitoring of progress and adjusting activities to meet individual needs;

- Use of authentic materials – literary texts, articles, audio and video materials allow exposure to real language, developing the ability to understand and use the language functionally;
- Integration of cultural components – including Romanian cultural and social aspects in the learning process facilitates the contextualization of the language and supports intercultural integration.

The methodological dimension is essential for creating a stimulating learning environment, adapted to the pace and interests of international students. By implementing varied and flexible methods, teachers can ensure student-centered teaching, encouraging autonomy in learning and active involvement in the educational process.

The integration of the methodological dimension with the linguistic and intercultural ones ensures a coherent and holistic framework, in which international students can acquire both solid linguistic competences, social and intercultural skills necessary for effective integration into university life in Romania.

The intercultural dimension aims to develop intercultural competences, essential for the social and academic integration of international students.

The intercultural dimension in teaching Romanian as a foreign language has the role of supporting the integration of international students into the Romanian university environment, facilitating both effective communication and understanding the cultural context in which the language is used. This involves developing students' intercultural competences and raising teachers' awareness of cultural diversity.

The main aspects of the intercultural dimension include:

Awareness of cultural differences – students and teachers must recognize and respect the cultural and linguistic particularities of participants, in order to prevent communicational barriers;

Promoting intercultural dialogue – group activities, debates and collaborative projects stimulate the exchange of perspectives and understanding of different values;

Adapting teaching and communication strategies – teachers must adjust teaching methods to support the integration and active participation of international students;

Integrating Romanian cultural components into the learning process – presenting traditions, customs, history and social aspects contributes to contextualizing the language and developing intercultural competences.

The intercultural dimension not only facilitates the social and academic integration of international students, but also develops empathy, tolerance and the intercultural communicational skills necessary in a globalized environment. The integration of this dimension with the linguistic and methodological ones ensures a holistic framework for teaching Romanian as a foreign language, contributing to the creation of an inclusive, motivating and stimulating university environment.

The intercultural dimension contributes to the creation of an inclusive educational environment, in which cultural diversity is valued and international students feel supported and integrated.

The simultaneous integration of linguistic, methodological and intercultural dimensions constitutes the basis for an effective teaching of Romanian as a foreign language. The holistic approach ensures the development of international students' linguistic, cognitive, social and intercultural skills, facilitating active participation in university life and integration into the Romanian academic community.

The integration of international students depends on how linguistic, methodological and intercultural dimensions are implemented in university activity.

The integration of international students into the Romanian university environment represents a complex challenge, involving both linguistic and academic adaptation, as well as social and intercultural integration. The experience of universities in Romania shows that the success of integration depends on combining linguistic, methodological and intercultural dimensions within a coherent and student-centered program.

A frequently used practice is the organization of intensive Romanian language courses before the start of the academic year. These have the role of developing the language skills necessary for active participation in courses and social interaction. Examples of good practices include: differentiated level courses, adapted to the initial skills of students, the use of authentic and interactive materials, such as articles, videos and practical exercises, formative assessments that allow the adjustment of the program according to the progress of each student.

Social integration is facilitated through mentoring programs and buddy systems, in which Romanian students get involved in supporting international colleagues. This involves:

- introducing international students to university life and the local community;
- assisting them in understanding academic requirements and university regulations;
- organizing social and cultural meetings to strengthen interpersonal relationships.

Universities frequently organize extracurricular and cultural activities, designed to facilitate intercultural integration. Examples of good practices: visits to museums, cultural workshops, traditional festivals, presenting Romanian traditions, customs and history, organizing international events on campus, which encourage cultural exchange and socialization.

Effective integration also involves personalized academic support, through: linguistic and academic counseling sessions, assistance in using digital platforms and university resources, developing autonomous study skills and time management.

Applying these good practices contributes to:

- increasing the level of linguistic and communicative competence of international students;
- developing intercultural and social skills;
- reducing the feeling of isolation and increasing participation in university activities;
- strengthening integration into the Romanian academic community.

By combining linguistic, methodological and intercultural dimensions with these good practices, universities in Romania can create an inclusive and stimulating educational environment that supports the academic and personal success of international students.

These measures contribute to reducing linguistic and cultural stress, increasing participation in university activities and strengthening the sense of belonging to the academic community.

Teaching Romanian as a foreign language is a complex process, involving linguistic, methodological and intercultural dimensions. The integration of international students in Romanian universities depends on adapting the teaching approach to their linguistic and cultural needs, on the use of interactive methodologies and on the promotion of intercultural dialogue. A holistic, student-centered approach contributes to the development of linguistic, intercultural and social competences, facilitating their integration into academic life and the Romanian community.

The analysis of the linguistic, methodological and intercultural dimensions of teaching Romanian as a foreign language highlights the fact that they are interdependent and fundamental for the integration of international students into the Romanian university environment. The main conclusions can be summarized as follows:

The linguistic dimension constitutes the basis of teaching Romanian as a foreign language. The development of the competences of receiving and producing oral and written messages, understanding the grammatical structure and enriching the vocabulary are essential for active participation in courses and adaptation to university life. Without an adequate level of linguistic competence, the academic and social integration of international students becomes difficult.

The methodological dimension ensures the adaptation of the teaching process to the needs and pace of each student. Through interactive, collaborative methods and digital technologies, teachers can stimulate active involvement, autonomous learning and the development of academic skills. Effective methodological strategies also allow the integration of the cultural and contextual components of the Romanian language, creating a realistic and motivating learning environment.

The intercultural dimension plays an essential role in facilitating the social and academic integration of international students. Developing intercultural skills, promoting dialogue and awareness of cultural differences contribute to the creation of an inclusive and harmonious environment. This dimension stimulates tolerance, empathy and the ability to adapt to multicultural contexts, essential skills in an international university setting.

The simultaneous integration of the three dimensions – linguistic, methodological and intercultural – allows the construction of a holistic, student-centered educational process. This approach facilitates the acquisition of linguistic, cognitive, social and intercultural competences, supporting the academic success and effective integration of international students in Romanian universities.

The implementation of good practices, such as intensive Romanian language courses, mentoring programs, extracurricular activities and academic counseling, consolidates teaching results and ensures sustainable integration. The experience of Romanian universities demonstrates that a multidimensional approach is essential for creating an inclusive, motivating and stimulating educational environment.

In conclusion, the success of teaching Romanian as a foreign language depends on the balance and interconnection of linguistic, methodological and intercultural

dimensions. Only through an integrated didactic approach, adapted to the needs of international students, can universities in Romania ensure effective academic and social integration, contributing to the formation of solid linguistic and intercultural competences, necessary for the professional and personal development of students.

### 3. Conclusion

In conclusion, the success of teaching Romanian as a foreign language depends on the balance and interconnection of linguistic, methodological and intercultural dimensions. Only through an integrated didactic approach, adapted to the needs of international students, can universities in Romania ensure effective academic and social integration, contributing to the formation of solid linguistic and intercultural competences, necessary for the professional and personal development of students.

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