Multiculturalism and Globalisation in Teaching Romanian as a Second Language (RL2)

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Abstract :
The landscape of language education is continually reshaped by the forces of multiculturalism and globalisation, particularly in the context of teaching Romanian as a Second Language (RL2). Multiculturalism, with its emphasis on recognizing and valuing the diversity of cultures within the language learning environment, introduces a rich layer of complexity and opportunity to the RL2 classroom. On the other hand, globalisation has dramatically expanded the horizons of RL2 education by facilitating access to a wealth of resources and connections that were previously unimaginable. This study deals with the nuanced interplay between these forces, exploring their impact on pedagogical strategies, curriculum development, and the overall learning experience in RL2. By examining specific facets of multiculturalism and globalisation, we can uncover effective approaches to language teaching that not only enhance linguistic proficiency but also foster global awareness and intercultural competence among learners.

Keywords: *multiculturalism, globalisation, pedagogical strategies, intercultural communication, RL2.*

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Introduction

In recent decades, the rise of multiculturalism and globalisation has been one of the defining features of global society, influencing various facets of human life, including education. The teaching of Romanian as a Second Language (RL2) is no exception, as these forces intersect to transform methodologies, curricula, and the overall approach to language instruction. Multiculturalism introduces the need to acknowledge and incorporate the cultural backgrounds of learners, thereby enriching the language learning experience with diverse perspectives and worldviews. In parallel, globalisation accelerates the exchange of ideas, methods, and educational resources, enabling language educators and learners alike to benefit from an interconnected, resource-rich environment. Understanding how these forces shape RL2 education is essential for creating learning environments that support linguistic, cultural, and social competence in a globalized world.

In the age of global interconnectedness, teaching Romanian transcends traditional boundaries, transforming into a tool for bridging cultures and fostering mutual understanding. The teaching of Romanian as a foreign language has become increasingly significant in the context of globalization and multiculturalism, necessitating approaches that address diverse learner backgrounds and global interconnectedness (Argaseala, 2023). This sentiment encapsulates the profound shift in RL2 education: Romanian is not only a language of national identity but has also evolved into a vehicle for cross-cultural dialogue, reaching audiences that span continents and cultures.

The teaching of Romanian as a second language (RL2) occupies a unique position in the European educational landscape. Romania, as an EU member state with an increasingly multicultural demographic, is witnessing an influx of individuals from diverse linguistic backgrounds. This, combined with the country's evolving socio-political context, demands a language education approach that is inclusive, globally relevant, and adaptable to students from varying cultural milieus. This paper examines how multiculturalism and globalisation intersect in RL2 education, exploring their implications for language acquisition, teaching methodologies, curriculum design, and the cultivation of intercultural competence among students.

The Concept of Multiculturalism in Language Education

Multiculturalism in language education refers to the integration and appreciation of diverse cultural backgrounds within the learning process. Fundamentally, multiculturalism is the recognition of cultural diversity as a valuable asset, emphasizing that cultural differences are not obstacles to learning but rather sources of enrichment (Banks, 2009). In the RL2 classroom, where students may come from a variety of linguistic and cultural backgrounds, multiculturalism offers a framework that not only acknowledges these differences but also leverages them to enhance the learning experience. This approach supports the development of cultural literacy, defined as the ability to understand and respect the cultural contexts that shape communication and social behavior (Nieto, 2004:28). Through multicultural education, RL2 learners gain linguistic competence and cultural awareness, preparing them to navigate Romanian within its own cultural setting as well as in diverse global contexts.

For RL2 instructors, multiculturalism involves a deliberate approach to teaching that extends beyond mere acknowledgment of students' backgrounds; it requires integrating culturally relevant content, examples, and teaching methods that reflect the

diversity of the classroom. Ladson-Billings (1995) emphasizes that culturally relevant pedagogy "empowers students intellectually, socially, and emotionally by using cultural referents to impart knowledge, skills, and attitudes" (Ladson-Billings, 1995:469). In the RL2 context, this could mean using examples or idioms that resonate with students' unique backgrounds, thus making Romanian more accessible and meaningful. By doing so, RL2 educators create a space where students are not simply learning a language but are also cultivating a greater appreciation for multiple cultural perspectives.

Multiculturalism shapes the RL2 classroom by fostering an inclusive environment where students feel respected and represented. This inclusive atmosphere encourages active participation, as students are more likely to engage when their identities and experiences are valued within the curriculum. Vygotsky's (1978) theory of social constructivism supports this approach, suggesting that learning occurs most effectively in a social context where students construct meaning through interaction with their peers and teachers (Vygotsky, 1978, p. 84). By drawing connections between their own cultures and the target language, students gain motivation and engagement, viewing Romanian not only as a subject but as a means of intercultural connection.

Moreover, viewing Romanian through multiple cultural lenses enables students to develop a more nuanced understanding of the language and its applications across social and cultural contexts. Multiculturalism in the RL2 classroom therefore extends beyond language proficiency to include cultural competence—a crucial skill in our increasingly globalized world (Bennett, 2009). As students learn to interpret Romanian within various cultural frameworks, they build a foundational understanding that prepares them for meaningful intercultural interactions, enriching their overall language learning experience and enhancing their cultural literacy.

The Impact of Globalisation on RL2 Education

Globalisation, defined as the process by which nations become increasingly interconnected through trade, communication, and cultural exchange, has significantly reshaped the landscape of language education (Held & McGrew, 2007). This global interconnectedness has heightened the accessibility of educational resources, fostered cross-border collaborations, and spurred demand for languages like Romanian in international job markets. For Romanian as a Second Language (RL2) education, globalisation has expanded the reach of the Romanian language, increasing its relevance in international contexts and necessitating teaching approaches that prepare learners for global communication. As such, globalisation has broadened the range of pedagogical materials available, from digital resources to authentic language media, enabling RL2 instructors to design curricula that are both culturally diverse and relevant for global audiences.

In this context, learning Romanian as an RL2 becomes more than a simple acquisition of vocabulary and grammar—it transforms into an experience of adaptation and personal growth. Lăpădat (2022) describes the process as "a transition, a metamorphosis of the struggle to communicate ideas" (Lăpădat, 2022:14), capturing the transformative nature of RL2 learning in a globalized setting. For many students, engaging with Romanian means not only navigating the language but also adjusting to new cultural frameworks, societal norms, and forms of self-expression. This "metamorphosis" reflects the broader goals of global language education, where learners undergo a shift in identity and worldview as they acquire the language skills to articulate their thoughts within Romanian cultural contexts.

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The impact of globalization on RL2 is also evident in the increased availability of digital resources that provide learners with authentic exposure to Romanian. Scholars argue that these resources are crucial for developing students' linguistic competence in a real-world context, as they allow learners to engage with language as it is used in various social and professional settings (Leung, Harris & Rampton, 2004). For instance, digital tools like online news platforms, language-learning apps, and multimedia resources expose students to current cultural trends and everyday language use in Romania. This access not only enriches students' language skills but also encourages the development of cultural literacy, which is essential for navigating Romanian language and culture in an increasingly interconnected world (Byram, 1997).

The global demand for Romanian speakers has been propelled by factors such as Romania's integration into the European Union, the globalization of businesses, and increased international tourism. Consequently, there is a growing need for RL2 instruction that prepares learners for real-world contexts, such as international business, academic exchanges, and cultural tourism. As Graddol (2006) notes, language education in the globalized era must be responsive to the "transnational mobility of people and information," requiring curricula that emphasize practical language skills and cultural competence (Graddol, 2006:114). In RL2, this means that students must be equipped with language skills that allow them to function effectively across diverse cultural settings, whether in business negotiations, academic conferences, or intercultural dialogues.

Globalisation also necessitates that the RL2 curriculum prioritizes practical language use, critical thinking, and intercultural competence. As Risager (2006) suggests, language learning in a global context must transcend traditional methods by integrating global perspectives and emphasizing skills that enable learners to interpret and communicate across cultures (Risager, 2006:28). This approach aligns with the demands of a globalized job market, where multilingualism and cultural adaptability are increasingly valued. For RL2 students, this means a curriculum designed not only to build linguistic proficiency but also to cultivate the cognitive flexibility and cultural sensitivity needed for meaningful interactions within local and international spheres.

Pedagogical Strategies in an RL2 Context
Culturally Responsive Teaching

One of the core pedagogical strategies in an RL2 classroom informed by multiculturalism is culturally responsive teaching. This approach entails adapting teaching methods to reflect the diverse cultural backgrounds of the students, a practice that has been shown to enhance both engagement and retention in language learning. As noted by Hammond (2015), culturally responsive teaching "creates a bridge between students' home cultures and the new culture they are navigating in the classroom," fostering a learning environment that feels inclusive and relevant (Hammond, 2015:22). Studies demonstrate that incorporating students' cultural backgrounds into language instruction not only enhances engagement but also facilitates a deeper understanding of the target language and culture. For example, Gay (2018) emphasizes that culturally responsive teaching requires "acknowledging the legitimacy of cultural heritage as legacies that affect students' attitudes and approaches to learning" (Gay, 2018:32). In the RL2 classroom, this might involve using culturally familiar examples, idioms, or historical references that resonate with students' own backgrounds, making Romanian both more accessible and more relatable. This approach aligns with findings by Paris

(2012), who advocates for "culturally sustaining pedagogy" as a means to maintain and celebrate diverse linguistic and cultural identities in the classroom (Paris, 2012:95).

Additionally, culturally responsive teaching involves more than simply integrating cultural content; it also requires creating a classroom environment that encourages students to share their own cultural perspectives. This approach promotes a collaborative and inclusive learning space that values cultural exchange, an environment supported by Vygotsky's (1978) social development theory, which emphasizes the role of social interaction in cognitive development (Vygotsky, 1978:86). Encouraging students to bring in their cultural perspectives transforms the RL2 classroom into a space where cultural knowledge flows bidirectionally, enriching both language learning and cultural understanding.

Research also suggests that culturally responsive teaching can improve academic outcomes for diverse learners by making the content more meaningful and engaging (Banks, 2019; Ladson-Billings, 1995). When students see their identities and backgrounds reflected in the curriculum, they are more likely to feel connected to the learning process, which can lead to greater academic investment and persistence. In the context of RL2, culturally responsive teaching not only improves language acquisition but also supports students in developing intercultural competencies, equipping them with the skills needed to interact effectively in a multicultural world (Nieto, 2010; Sleeter, 2011).

Incorporating culturally responsive teaching in RL2 education recognizes that language learning is deeply interconnected with cultural understanding, as learners bring their unique perspectives into the classroom. Thus, educators are encouraged to design lessons that bridge Romanian cultural elements with students' own cultural backgrounds, using this diversity as a valuable resource for enriched, contextually relevant learning.

Task-Based Language Learning (TBLL)

Task-based language learning is another effective strategy in the RL2 context, particularly given the influence of globalisation on language education. Task-based approaches that simulate real-life situations can effectively develop communicative competence in RL2 learners. TBLL is designed to help students use language in a way that mirrors authentic, practical situations they might encounter outside the classroom, such as ordering food, asking for directions, or discussing current events. This focus on practical tasks builds learners' confidence and equips them with the skills necessary to handle real-world interactions in Romanian, emphasizing the development of functional language skills.

Research supports the efficacy of TBLL in language learning, highlighting its impact on learners' ability to communicate effectively in diverse contexts (Ellis, 2003). According to Ellis, task-based learning allows students to focus on meaning rather than form, fostering a more natural and engaging language-learning experience (Ellis, 2003:42). Long (2015) also emphasizes that "tasks should be relevant to learners' personal, academic, or career goals" to make the learning process meaningful and ensure that students are motivated to participate actively in their language development (Long, 2015:98). By simulating real-life situations, TBLL encourages learners to think critically and adapt their language use to suit various social and cultural interactions, making it particularly valuable in the multicultural and globalized RL2 classroom.

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The alignment of TBLL with a multicultural classroom environment is further supported by Nunan (2004), who found that task-based methods foster a "learner-centered environment," allowing students from diverse backgrounds to connect with the language in a way that feels personally relevant (Nunan, 2004:67). TBLL enables RL2 students to bring their cultural and linguistic experiences into the learning process, making it more inclusive and supportive of diverse perspectives. When students engage in tasks that simulate real-life interactions, they not only develop their linguistic skills but also cultivate intercultural competence, a crucial skill in our increasingly globalized society (Willis & Willis, 2007).

Additionally, research by Skehan (1996) indicates that task-based approaches are especially beneficial for developing communicative competence, as they encourage students to produce language spontaneously, rather than relying on rehearsed responses (Skehan, 1996:23). In the RL2 context, this spontaneity and adaptability are key to navigating various social situations where language use is less predictable. Thus, TBLL aligns well with a globalized RL2 classroom, as it prepares students to apply their linguistic skills in diverse and multicultural settings, enhancing their readiness for meaningful interactions beyond the classroom.

Technology-Enhanced Learning (TEL)

The globalisation of technology has significantly transformed language classrooms, offering new opportunities for language acquisition through digital tools that promote active learning and engagement. In RL2 education, Utilizing digital tools and online resources can enrich the RL2 learning experience, providing access to authentic materials and facilitating interactive learning. TEL encompasses a range of resources, from language learning apps to virtual exchanges, that allow learners to engage with Romanian in ways that mirror real-world interactions, thereby enhancing both linguistic proficiency and intercultural competence.

A core aspect of TEL in language education is the integration of mobile technology, which facilitates a learning environment conducive to continuous and interactive language practice. As Lăpădat (2023) notes, "The integration of mobile technology in language education has facilitated an environment conducive to continuous and engaging vocabulary learning, significantly enhancing learners' interaction with the target language" (Lăpădat, 2023:267). Through mobile apps and digital tools, RL2 students can engage in vocabulary practice outside the traditional classroom setting, allowing for greater exposure and retention. This continuous interaction with Romanian vocabulary not only improves language acquisition but also sustains learner motivation, as students feel more connected to the language throughout their daily routines.

Research supports the effectiveness of TEL in language education, indicating that digital tools can increase student motivation and engagement (Stockwell, 2007; Wang & Vásquez, 2012). Stockwell (2007) notes that technology provides language learners with "flexibility in both the pace and the mode of learning," which is essential in accommodating diverse learning preferences and making language acquisition accessible to a wider audience (Stockwell, 2007:106). In the RL2 context, TEL enables students to access Romanian language resources that reflect authentic speech and contemporary cultural references, allowing learners to experience the language as it is used in daily life.

TEL strategies, such as virtual exchange programs, have proven particularly valuable in fostering intercultural competence. These exchanges allow RL2 students to participate in real-time conversations with Romanian-speaking peers, providing them with invaluable conversational practice. O'Dowd (2007) argues that virtual exchanges serve as "digital bridges" that connect students across cultural and linguistic boundaries, promoting both language skills and cultural awareness (O'Dowd, 2007:132). In the case of RL2, such exchanges allow learners to immerse themselves in authentic Romanian conversations, enhancing their ability to navigate cultural subtleties and social norms within Romanian-speaking contexts.

Additionally, TEL allows RL2 instructors to incorporate multimedia resources—such as videos, podcasts, and online articles—that reflect current events and cultural trends in Romania. This approach aligns with Chapelle's (2003) findings that interactive multimedia materials help contextualize language learning, making it more meaningful and relevant to learners (Chapelle, 2003:76). The use of contemporary resources connects students with Romania's evolving culture, offering insights that enrich both language comprehension and cultural knowledge. Furthermore, studies by Reinders and White (2016) emphasize the role of TEL in providing immediate feedback and enabling adaptive learning paths, which are critical for learners to progress at their own pace and address individual needs in language acquisition (Reinders & White, 2016:12).

In summary, TEL in RL2 education leverages the advantages of digital tools to create a dynamic and responsive learning environment. By incorporating TEL, educators offer students a more immersive experience of Romanian, grounded in real-life cultural and social contexts. This approach not only advances linguistic skills but also prepares learners to engage effectively within Romania's multicultural landscape, cultivating both language proficiency and cultural competence.

Intercultural Communication Training

Intercultural communication training is critical in RL2 education, as it equips students with the skills to navigate cultural differences effectively. Developing intercultural communicative competence is essential for RL2 learners to navigate cultural nuances and engage effectively in diverse contexts. This competence, defined as the ability to interact appropriately and respectfully with people from other cultures, is a key goal in preparing RL2 students to communicate within Romanian-speaking communities and beyond.

Intercultural communicative competence has been widely studied, with scholars emphasizing its role in fostering global citizenship and empathy (Byram, 1997; Deardorff, 2006). Byram's (1997) influential model of intercultural competence highlights the need for language learners to not only master linguistic skills but also acquire the attitudes, knowledge, and skills necessary to interact effectively across cultures (Byram, 1997:31). In the RL2 context, this approach means that students are learning Romanian not only as a linguistic system but as a gateway to understanding Romanian cultural norms, values, and social practices. Deardorff (2006) adds that developing intercultural competence involves a "transformative process" where learners develop greater self-awareness and adaptability - qualities essential for thriving in a multicultural world (Deardorff, 2006:246).

Intercultural communication training in RL2 might involve activities that explore Romanian social etiquette, cultural values, and historical context, allowing

students to gain a nuanced appreciation for Romania's cultural diversity. Fantini (2009) suggests that such training should include practical experiences that encourage learners to reflect on their own cultural assumptions and biases, a process that helps them relate more empathetically to Romanian customs and traditions (Fantini, 2009:458). Role-playing exercises, discussions about Romanian social norms, and interactions with Romanian speakers can create a learning environment where students practice respectful and culturally appropriate communication.

As globalisation increases intercultural contact, RL2 students are likely to encounter individuals from diverse cultural backgrounds. Intercultural communication training therefore prepares students for interactions not only with Romanians but also within multicultural settings, supporting the development of well-rounded, globally aware language learners (Bennett, 1993). According to Bennett's Developmental Model of Intercultural Sensitivity, students move from an ethnocentric perspective to a more ethnorelative understanding through exposure and engagement with different cultural practices, a progression that intercultural training in RL2 seeks to facilitate (Bennett, 1993:44). For RL2 learners, this means acquiring both language proficiency and the ability to interpret and adapt to the subtleties of Romanian social contexts.

Intercultural communication training in RL2 education is therefore necessary for fostering language learners who are capable of meaningful, respectful, and effective interaction within Romania and the wider world. By integrating intercultural competencies into the RL2 curriculum, educators provide students with the tools to bridge cultural gaps, navigate complex social landscapes, and cultivate a sense of shared understanding across cultures.

The Role of Teachers in a Multicultural and Globalised RL2 Classroom

Teachers in the RL2 classroom play a pivotal role in implementing multicultural and globalised approaches to language education. They act as facilitators, cultural mediators, and advocates for inclusivity, ensuring that all students feel represented and valued within the learning environment.

Promoting Cultural Sensitivity and Empathy

RL2 teachers must model cultural sensitivity and empathy, as these qualities are essential for creating an inclusive classroom atmosphere that supports diverse learners. Research emphasizes the importance of cultural sensitivity in fostering an environment where students feel seen and valued, which can enhance both motivation and academic success (Gay, 2002). Gay (2002) describes culturally responsive teaching as the "ability to recognize and celebrate cultural differences in ways that positively impact student engagement and learning outcomes" (Gay, 2002:107). By demonstrating respect for each student's cultural background, teachers not only build rapport but also challenge stereotypes and encourage open-mindedness.

Teachers' own actions in modelling empathy can significantly impact students' willingness to engage with Romanian in meaningful ways. Studies by Ladson-Billings (1995) have shown that when teachers actively embrace and model cultural awareness, students are more likely to feel connected to the learning material and confident in participating in discussions (Ladson-Billings, 1995:469). In the RL2 classroom, this may include teachers sharing aspects of their personal experiences with the Romanian language or culture, creating a mutual exchange that builds trust. When teachers demonstrate an openness to cultural diversity, they set a standard that encourages

students to also express their unique cultural identities and perspectives, promoting intercultural dialogue and empathy.

Modeling cultural sensitivity also involves recognizing and addressing biases. Nieto (2010) asserts that culturally responsive educators must reflect on their own cultural assumptions and actively work against biases that may unconsciously influence classroom dynamics (Nieto, 2010:58). In the RL2 context, this could mean using a range of culturally relevant examples in teaching and discussing various aspects of Romanian society in ways that respect both mainstream and minority perspectives. By doing so, teachers establish an atmosphere where diversity is not merely acknowledged but integrated into the learning process in a way that enriches all students' understanding of Romanian.

Research also highlights the role of empathy as a pedagogical tool that enhances students' ability to engage in language learning more deeply (Zembylas, 2013). Zembylas (2013) argues that empathy allows educators to connect with students on an emotional level, fostering a supportive environment where learners feel comfortable exploring complex linguistic and cultural concepts (Zembylas, 2013:176). In the RL2 classroom, this may involve teachers demonstrating patience, offering encouragement, and acknowledging the emotional challenges that can accompany learning a new language within a foreign cultural framework. By promoting empathy, RL2 teachers help students approach Romanian with curiosity and openness, which is especially valuable in a multicultural learning environment.

Adaptability and Flexibility

In a multicultural and globalized RL2 classroom, teachers must demonstrate adaptability and flexibility to effectively address the unique learning needs of a diverse student body. Given the variety of linguistic backgrounds, learning styles, and cultural experiences among students, an adaptable teaching approach is essential to fostering an inclusive learning environment. As Tomlinson (2001) notes, effective differentiation requires "attentiveness to students' varying readiness levels, interests, and learning profiles" (Tomlinson, 2001:45), making it particularly valuable in a setting where learners may require different types of support.

Flexibility in teaching may involve modifying instructional materials and methods based on students' varying levels of familiarity with Romanian culture and language. For instance, while some learners may need additional practice with foundational grammatical structures, others may be ready to engage in advanced conversational practice that builds on their existing language skills. Richards and Rodgers (2001) emphasize that adapting teaching methods to individual needs allows educators to create a responsive classroom environment where all students can progress at their own pace and develop confidence in their language abilities (Richards & Rodgers, 2001:157).

Adaptability also requires teachers to be attentive to cultural nuances that might affect students' learning experiences. By remaining open to adjusting their approaches based on student feedback and engagement, RL2 teachers can respond effectively to the evolving dynamics of a multicultural classroom, creating a supportive environment where each student feels valued and understood.

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Encouraging Active Engagement and Participation

Active engagement is essential in an RL2 classroom shaped by multiculturalism and globalisation, as it promotes meaningful learning through student participation and intercultural exchange. When students are encouraged to share their cultural perspectives and language learning experiences, they gain the opportunity to learn from one another, deepening their understanding of both Romanian and each other's backgrounds. According to Dörnyei (2001), student engagement in collaborative activities "enhances motivation and investment in the learning process," particularly in language classrooms where interpersonal interaction is fundamental (Dörnyei, 2001:63).

Teachers play a pivotal role in facilitating these discussions, creating a space where students feel comfortable expressing their identities in relation to Romanian culture. By encouraging students to reflect on their own cultural identities, teachers foster an environment that not only enhances linguistic competence but also cultivates empathy and openness among students. Vygotsky's (1978) theory of social constructivism supports this approach, suggesting that learning is most effective when it involves collaborative interactions that challenge students to build new understandings through dialogue and shared experiences (Vygotsky, 1978:84).

Encouraging active participation also allows RL2 students to take ownership of their learning, making the classroom experience more relevant and engaging. Engaging students in critical discourse analysis can enhance their linguistic and rhetorical skills, offering them tools to examine and understand Romanian language and culture in depth (Lăpădat, 2024:307). Through this approach, students gain insight into the ways language shapes social contexts and identities, thereby strengthening their ability to communicate effectively in diverse settings. In this way, teachers create a collaborative and inclusive learning environment that is enriched by the cultural diversity of the classroom, ultimately preparing students to use Romanian in multicultural contexts beyond the classroom.

Conclusion

The forces of multiculturalism and globalisation have had a profound impact on the teaching of Romanian as a Second Language, transforming the RL2 classroom into a space that reflects the diversity and interconnectedness of the modern world. By embracing multiculturalism, RL2 educators can create inclusive, culturally responsive learning environments that honor the diverse backgrounds of their students. Meanwhile, globalisation has enriched RL2 education with unprecedented access to resources, enabling educators to design curricula that are globally relevant and culturally diverse.

As Lăpădat and Lăpădat (2020) assert, "the information we provide cannot and must not be restricted to traditional structures of grammar, vocabulary and so on. We need to stay connected to an entire apparatus of updated cultural and informational references" (Lăpădat & Lăpădat, 2020:139). This perspective underscores the necessity for RL2 educators to move beyond conventional language teaching approaches and incorporate contemporary cultural, social, and informational elements. In a globalized educational landscape, students require more than linguistic tools; they need cultural literacy and awareness of the current social and informational landscapes of Romanian-speaking communities. Such a broad scope in teaching prepares students not only to communicate effectively but to understand and engage meaningfully with Romanian culture in today's fast-changing world.

To effectively teach Romanian in this context, educators must adopt pedagogical strategies that emphasize cultural competence, real-world application, and inclusivity. They must also develop curricula that address global themes and integrate authentic language resources, preparing students to use Romanian in multicultural and international settings. While the challenges posed by multiculturalism and globalisation are real, they offer educators the opportunity to cultivate a new generation of RL2 learners who are not only linguistically proficient but also globally aware and culturally sensitive. As RL2 education continues to evolve within this complex landscape, the commitment to multiculturalism and globalisation will remain essential for fostering meaningful and transformative language learning experiences.

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