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Abstract

At the centre of the problematic landscape in international education is the fact that our largely common language burdens us. If we believe in the value of education abroad we have an obligation to define benefits and objectives in forms that are realistic, achievable and as precise as possible. Unexamined rhetorical devices that construct myths of immersion and transformation distort the purpose and value inherent in education abroad. We should speak in the language of education not in the voice of the travel agent or the Shaman, or, (God forbid), the prophet. (HRK / Abstract übernommen)

Signature

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