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Author

PEREZ CANADO, Maria Luisa

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Abstract

This article makes an explicit comparison between the reconfiguration of tertiary language education in Europe, the USA and Canada. It argues that, despite certain minor differences between continents, the same trends are operative across the Atlantic. It then examines each of them, illustrating how similar forces are at work in shaping higher education language teaching, how analogous policy frameworks are being employed to channel them and how parallel challenges and responses can be detected transatlantically. The conclusion is that unifying efforts and connecting initiatives has highly beneficial effects for advancing the application of higher education language policy worldwide.

(HRK / Abstract übernommen)