In recent years, the topic of the internationalisation of higher education has drawn the attention of scholars from different specialties and research areas, including sociolinguistics, language policy (Cots et al., 2013), CLIL, ELF, EMI and ESP (Fortanet-Gómez and Räisänen, 2008; Fortanet-Gómez, 2013; Jenkins, 2014). In some contexts, particularly in the Nordic countries, the language-related debates have transcended academia and been caught up by the general public, with many people asking themselves whether their national languages will be able to maintain a prominent role at tertiary education or else English will overtake that domain completely (e.g. Haberland et al., 2013). Academic research and higher education constitute an area where the impact of globalisation and language homogenisation may seem to be at first sight more noticeable. Such a tension is provoked by the fact that universities are at the same time both national and international, two sides that may trigger opposite trends. In the last decades, the latter feature has been enhanced by the conditions of globalisation, the "new economy" and enhanced mobility of students and scholars.

In our paper, we propose to examine two different, although arguably comparable (Soler-Carbonell, 2013), contexts: the Estonian and the Catalan one, analysing and contrasting the diverse directions they seem to take. By means of gathering comparable data from a set of macro indicators, we aim to offer a general overview of how higher education institutions in the two contexts adapt to the needs of this new era. By so doing, we aspire to engage with current debates on the topic of the internationalisation of higher education by scholars with a critical perspective (Haberland and Mortensen, 2012, Doiz et al., 2013), highlighting that indeed, there is more diversity in that domain and reality is more complex than just a pure Englishization of academia.

Keywords: internationalisation, higher education, language policies.