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Discussing content and language integrated learning in domain name dispute resolution

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ABSTRACT

Contemporary legal institutions like the World Intellectual Property Organization (WIPO) rely on standardized discursive resources to create homogeneous templates for their discourse. Standardization remains useful since it minimizes risks and optimizes time costs and administrative efficiency. Yet, it succinctly pales the presence of existing power asymmetries. The study addresses this phenomenon to discuss the crucial role of teaching CLIL to young lawyers, hence preventing discourse-based inequalities. The analysis argues that the absence of CLIL training in WIPO Domain Name Dispute Resolution favours the emergence of challenging discourse-based asymmetries. The research discusses WIPO standardization as a double-edged sword. On the one hand, standardization is viewed as an institutional strategy to prevent procedural risks. On the other, it reaffirms the status quo and may hide power inequalities. In this spirit, this paper discusses some of the interdisciplinary benefits that come out of bringing into conjunction legal disciplinary knowledge and linguistic knowledge in future law curricula. Disciplinary knowledge is to be planned and assessed by law professionals, but, as far as linguistic knowledge is

concerned, Content and Language Integrated Learning is primarily intended to serve a dual learning goal, that is, first, to teach a language which is not the learner's mother tongue in non-linguistic subjects and, second, to do so with a view on competence in the target language and domain-specific content.

Keywords: CLIL, Law, Domain Name Dispute Resolution, World Intellectual Property Organization, Expertise, Adaptability.

1. Introducing CLIL for Non-Linguists

Over the last decades, the road to innovation has led to the creation of interdisciplinary and integrated educational networks. Innovation has often involved moving away from fragmentation and isolation (i.e. the teacher as an individual) towards integration (i.e. the teacher as a member of an educational community). As a result of this large-scale change of paradigms in education, teachers have adopted different teaching proposals.

One of these ground-breaking suggestions is that of Content and Language Integrated Learning (CLIL). The history of CLIL began in 1994 when Europe adopted different policies “to help professionals explore the types of good practice and sometimes very significant outcomes being achieved where ‘language supportive’ methodologies were used to learn both language and authentic content” (Marsh & Frigols, 2007, p. 34). The rapid internationalization of professional and institutional life in the last decades has been largely responsible for the present European effort to promote a Content and Language Integrated Learning curriculum. Europe has seen in CLIL instruction a useful tool to resolve the necessity to create innovative methods that help teachers adapt good practices to the rapidly changing needs of their students.

But, what does CLIL refer to? As posited in the now classic definition of CLIL given by Marsh, this teaching and learning approach refers to those situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language (Marsh, 1994). Content and Language Integrated Learning is primarily intended to serve a dual learning goal,

that is, first, to teach a language which is not the learner's mother tongue to non-linguistic subjects and, second, to do so with a view on competence in the target language and domain-specific content. CLIL teaching gives priority to the content, but, in addressing the lexico-grammatical, rhetoric-grammatical and discursive aspects of the English as a language system, it enhances target language exposure and the students' language competence.

Researchers attribute to CLIL certain language-competence advantages concerning receptive skills, vocabulary, fluency (Dalton-Puffer, 2007), writing and pronunciation (Lasagabaster, 2001, 2008) and the improvement of metalinguistic awareness (Cenoz & Gorter, 2011). As a result, Escobar and Pérez Vidal (2004) argue that the learners involved in CLIL programmes

are very likely to develop a higher command of English than otherwise they would have in conventional curricula. They will probably also be much better equipped to function in a university setting, both academically and socially, and later on professionally in multilingual Europe, as a result of good educational practice (as cited in Lasagabaster, 2008, p. 34).

In agreement with these studies, Coyle (2007) suggests that a CLIL approach raises teachers' and learners' expectations, increases vocabulary learning skills and grammatical awareness, motivates students' independence, improves L1 literacy, encourages linguistic spontaneity, develops study skills, generates positive attitudes and motivates students towards learning languages, as well as putting cultural awareness on the agenda. As a result of all of these, CLIL is, thus, believed to improve overall language competence in the target language. It increases the presence of the target language without increasing the students' time commitment to regular instrumental foreign classes.

The shared belief that CLIL improves the way students learn foreign languages is making CLIL increasingly popular at all levels of education. In the case of higher education, for example, novice students turn into novice professionals through the acquisition of most of the basic principles of their professional culture. But again, what does the challenging term professional culture mean? For the present research, professional culture is understood here as in Vico who suggests that culture needs to be understood from within its own reference frame and it advocates systematic and in-depth description of the

behaviours, values, customs and beliefs of a particular culture (as cited in Berlin, 1976, p. 4). In this context, CLIL is particularly relevant because it also endorses notions such as the situational adaptability, that is, “the optimum types of knowledge and skills that a person should possess in order to function as effectively in intra and intercultural encounters” (Marsh, 2009, p. 12) and self-awareness which refers to the process of gaining familiarity with the multidimensional nature of professional practices through the teaching and learning of a foreign language. Both concepts (i.e. situational adaptability and self-awareness) are in consonance with what Blanchard-Fields and Kalinauskas (2009) refer to as adaptivity. The notion of adaptivity implies a reconfiguration of mental schemata in order to adapt them to the changing conditions of the social and professional context. These considerations prove to be relevant as contemporary professional demands face the rapid move towards a knowledge society, the transitional labour market and the increasing internationalization and globalization of product markets and labour markets (Allen & Van Der Velmen, 2011, p. 16).

CLIL ascribed benefits have not quenched the thirst for critical discussion. Numerous debates on the effectiveness of CLIL reveal a gnawing concern and uncertainty about the successful teaching methods that are being suggested. Scholars (Pavón & Rubio, 2009) have recently cast doubt on the real impact of the adoption of a new curriculum, which integrates linguistic and non-linguistic material, as well as on the linguistic and methodological needs that come with the introduction of CLIL. Notwithstanding its potential, it is necessary to evaluate CLIL’s real effectiveness and strive to clarify a significant number of pending issues including CLIL’s theoretical assumptions, teaching implementation and appropriately structure instructional methods. Especially in language teaching, scholars should be critical of their own findings to ensure the validity and reliability of the investigation. Any integrated planning research design should be credible and adequate for research purposes as well as assess the degree of innovation it represents. Or as Pavón and Rubio (2009) put it:

Any changes to the educational system should be partly based on a detailed study of the variables that determine the effectiveness of the teaching methods that are being suggested. In the field of foreign language teaching, these variables are mainly related to the training of teachers, students’ individual characteristics, the

orientation of teaching methodology, the type of curriculum chosen, the materials that are available and also importantly the context in which it occurs (p. 46).

Having explained the most important paradigms of CLIL, the research turns its scope now to study CLIL in law. The present research discusses the role of CLIL education in a highly-specific professional sphere: Domain Name Dispute Resolution in the World Intellectual Property Organization (WIPO), a professional activity solely devoted to settle disputes over domain names.

Before presenting the objectives of the present study for consideration, it is important to see how law has been studied at European universities and understand the designing of law curricula. Typical educational responses for the development of professional skills in legal schools tended to reflect a domain-specific perspective. Traditionally, teaching law advocated the view that legal education should be exclusively based on legal aspects, which Kane (2008, p. 19) wittily encapsulates in the four-word expression “thinking like a professional”. In recent decades, the pressures of modern law practice have made legal educators rethink their educational methods. Law schools are redesigning the traditional way to teach law, hence adopting a more dynamic, integrated curriculum that includes skills training and hand-on experience.

The purpose of this paper is, thus, to discuss what CLIL instruction could do for the teaching and learning of LSP and communication in this professional domain and, more importantly, how CLIL instruction could teach future professionals to identify discourse-based asymmetries, which can help one of the parties involved challenge the whole proceeding. The study investigates how the standardization of discourse pales discourse-based asymmetries in WIPO Domain Name Dispute Resolution and how CLIL instruction could avoid its maintenance through Content and Language Integrated Learning education.

The analysis argues that the absence of specific CLIL training in law curricula and by extension world-wide organizations like the World Intellectual Property Organization may favour discourse-based asymmetries due to the standardization of discourse. As a double-edged sword, standardization is viewed as an institutional strategy to prevent procedural risks and optimize time costs. Yet standardization may also give rise to subtle discourse-based asymmetries. As a result, legal professionals could inadvertently reaffirm them in their decisions,

hence legitimizing existing inequalities on the basis of their unawareness of discursive practices.

Content and Language Integrated Learning education may help law educators respond to the new, changing and immediate demands of the professional world. A CLIL approach has the potential to facilitate the implementation of a content-based curriculum where language skill training and experience naturally converge to the internationalization of professional legal practices. Furthermore, Content and Language Integrated Learning education may help novice law students to apprehend domain-specific content while simultaneously learning a foreign language. In adopting a CLIL approach, students will be able to assimilate discursive practices, as well as raise their awareness of discourse-based asymmetries. This interdisciplinary education will benefit them in the sense that they will be capable of identify inequalities, which in terms of justice and law, remains crucial.

2. Methodological Approaches to CLIL in Domain Name Dispute Resolution

The study has analysed 220 Domain Name Dispute Resolution decisions drawn from the World Intellectual Property Organization. As shown in Table 1 (Annex A), WIPO awards have been classified into two categories: Generic Top Level Domains (gTLDs) and Country Code Top Level Domains (ccTLDs). GTLDs refer to the top-level domain of an Internet address (i.e. .com, .net and .org) and ccTLDs allude to top-level domains related to particular countries (i.e. .it for Italy, .es for Spain or .uk for United Kingdom). A second criterion for classifying WIPO awards was that of time. Selected WIPO awards span from 2000 to 2010.

Similarly, the study has analysed 146 curricula drawn from the World Intellectual Property Organization. The focus of analysis was narrowed down to two main questions relative to the construction of identity and the construction of professional identity.

Of special relevance has been the incorporation of curricula from different Law Universities and brochures, reviews and materials from the World Intellectual Property Organization, which, highly aware of its reputation, has

devoted its time and effort to promoting domain name dispute resolution as an institutional asset. The study has, thus, reviewed a wide number of brochures publicly available by WIPO and curricula of law schools.

In the field of law, practitioners make a considerable effort to update their domain-specific knowledge. Just to give an example, many of the major international arbitration institutions, including the International Chamber of Commerce ('ICC'), the London Court of International Arbitration ('LCIA'), the International Centre for Dispute Resolution ('ICDR') of the American Arbitration Association ('AAA') and the Arbitration and Mediation Centre of the World Intellectual Property Organization ('WIPO'), host continuing education courses for both senior and younger professionals. Similarly, this effort is sustained at the level of higher education. Leading universities offer special certificates and/or intensive summer courses in dispute resolution, including: the American University Washington College of Law in the United States; the School of International Arbitration at Queen Mary, the University of London in the United Kingdom; the International Centre for Arbitration, Mediation and Negotiation of the Institute for European Studies of the CEU San Pablo University and the Carlos III University in Spain; and the University of Hong Kong in Hong Kong, but significantly, none of them include or refer to Content and Language Integrated Learning teaching.

On methodological grounds, the research threads the path towards integrating different theoretical frameworks. The study integrates CLIL (Marsh, 1994, 2000), Discourse analysis (Bhatia, 2004, 2008, 2010) and Ethnographic enquiries (Scollon & Scollon, 2002) to give evidence of discourse-based inequalities. Findings aim to emphasize the usefulness of CLIL in raising legal educators' awareness on professional discourse.

3. CLIL in Professional Settings

In recent years, Europe has encouraged the adoption of Content and Language Integrated Learning in higher education teaching. Advocators suggest that CLIL develops the need to learn foreign languages and to communicate with people who have different cultural backgrounds. It is envisioned as having a social-impact potential which ultimately responds to the demands of two

fundamental environments: the wider society and the schools (Marsh & Frigols, 2007, p. 33). As a result of its social-impact potential, CLIL has become widely popular and its rapid propagation has often justified its perceived success.

CLIL-type programs place both language and non-language on a continuum, without implying preference for one or the other aspect. Linguistic and non-linguistic contents have a joint curricular role by means of a variety of methods and this integrated approach has brought about considerable changes in general teaching. D'Angelo (2011), for example, suggests that one of these changes in education includes the lessening of the frontal teaching role and the encouragement of interactive group work. Wolff (1996) holds that CLIL is more likely to meet the potential for the more recent psychological and pedagogical knowledge than the traditional foreign language class due to a varied number of supporting reasons, summarized as follows:

- CLIL implies superiority in contrast to traditional foreign language teaching because it is generally assumed that deep processing is guaranteed by the information processor when the respective item to be learned is interesting and motivating.
- CLIL creates better conditions for the introduction of and for working with learning and working techniques because the latter can be applied on authentic subject-matter of the content subject.
- The contents of CLIL are more diverse and complex, unlike traditional foreign language teaching.
- The concept of a rich and authentic learning environment plays a very central role because bilingual education is embedded in a context of learning which is more authentic in a scientific and science-oriented world.

Viewing the innovative paradigms on which CLIL relies, one understands that it encourages changes in traditional teaching and learning methods and approaches. As social change has become a powerful determinant of our contemporary educational thinking and doing, CLIL offers a different type of epistemology and pedagogy to adapt foreign language teaching to the ever-changing demands of higher education.

Before continuing discussing the role of CLIL in higher education, it is important for the present research to envision higher education and its conceptualization. Higher education is understood here as the space where challenges are confronted through training and innovation and where a civic and critic citizenry is educated. With this perspective, higher education should be the transition stage where expert students become novice professionals. It is the sphere where each particular profession requires the expert student to utilize a rather creative and novel approach to making formal knowledge contextual and domain-specific (Reid, Dahlgren, Petocz & Dahlgren, 2011, p. 121).

These assumptions suggest that there must be always certain creative freshness for successful higher education in the way knowledge is taught and learned. It must either be new in itself or it must be invested with some novelty of application to the new world or to the new times. Chaudhari (2009) appears to agree with these assumptions when suggesting that “we are living in an epistemic and enquiring society wherein knowledge, meaning and truth are not given” (p. 4). If knowledge, meaning and truth should be explored and constructed interactively, it should, therefore, be our first priority as educators to transform today’s university into tomorrow’s ‘testing track’ of competitive and dissenting ideas and it should be our first priority to make the professional preparation of college and university teachers much more effective and relevant to the demands of the changing times.

But once again, what does professional knowledge mean? If one looks at recent studies on professional knowledge, the important question here is to know what professional knowledge in context means. Following Reid et al. (2011, p. 121), this type of knowledge implies that there are transferable, global ways of thinking about knowledge (meta-knowledge) that reside alongside the more formally-acquired disciplinary-based knowledge (domain-specific knowledge). Meta-knowledge can be defined in terms of meta-cognitive processes (i.e. values, development, history, traditions, etc.) embedded in the profession. It apprehends the usefulness of the discipline in society and clarifies the very purpose of the profession. Disciplinary knowledge, in contrast, provides formal knowledge (i.e. conventions and procedures) in a domain-specific field. It gets students into the way of doing things in the discipline. These distinctions may seem somewhat artificial and occasionally blurred, but they are useful in the

discussion of the transitioning stage from expert student to novice professional that higher education represents.

Unlike Reid et al., the present research suggests that professional knowledge can be also expressed creatively (linguistic knowledge) and this is where CLIL plays an important role. Linguistic knowledge verbalizes formal knowledge and develops those linguistic tools necessary for fulfilling the communicative purposes of professionals. Content and Language Integrated Learning education serves, thus, to integrate meta-knowledge, disciplinary knowledge and linguistic knowledge in a unified paradigm of education. The integration of these three different types of knowledge gives students a positive advantage for it encourages what Marsh (2009) defines as adaptability (p. 12). In other words, this evolving educational approach helps students reconfigure their mental schemata easily and decrease their vulnerability to different professional environments. In developing optimal adaptation strategies, CLIL ensures students viable, long-term win-win solutions for professional constraints. As said before, Content and Language Integrated Learning education plays a central role in the teaching and learning of content-obligatory language, content-compatible language and subject-specific language, but it also aims to:

- Introduce students to new concepts through studying the curriculum in a non-native language;
- Improve students' performance in both curricular subjects and the target language;
- Increase students' confidence in the target language and the L1;
- Provide materials which develop thinking skills from the start;
- Encourage stronger links with values of community and citizenship, and
- Make the curricular subject the main focus of classroom materials.

(Bentley, 2010, p. 4).

One of the benefits of CLIL is its focus on production, irrespective whether it is written or oral. In regards to production, it should be clear that written skills are generally considered one of the pillars of the teaching of foreign languages but communication skills may be given less importance in particular disciplinary fields than others. This production-type is, however, an important part of

teaching, learning and verbalizing professional practices in all contexts. Well aware of its potential, the European Commission for Education and Culture states that CLIL should “enable pupils to develop language skills which emphasize effective communication [...] *for real practical purpose*” (Eurydice Survey, 2006, p. 22, *my emphasis*).

Taking the discussion to address real practical purposes, the research explores Content and Language Integrated Learning education in relation to the teaching and learning of disciplinary conventions and resources within disciplinary domains and the serious consequence its lack may pose in the disciplinary acculturation of future professionals. Before addressing disciplinary conventions, it must be pointed out that disciplinary boundaries between and across professions are not easy to draw. In whatever manner one may define professionalism, the division lines drawn by domain-specificity are intrinsically fluid and dynamic. The research agrees with Bhatia (2004, p. 58) that “it has little to do with the framework one uses, but more to do with the complex and dynamic variation of and constant development of generic forms used within and across disciplinary and professional cultures”. Conventionally, we have been using a number of terms to identify domain-specific professions, such as legal, humanistic or scientific professions, which can refer to different disciplinary directions. Understood as domain-specific disciplines, they can also be identified as independent professions. Let me clarify some of these assumptions with a detailed discussion of education in legal professions and the potential benefits of Content and Language Integrated Learning in this disciplinary field.

4. CLIL in Law: WIPO Domain Name Dispute Resolution as Case Study

Much attention has been devoted in recent years to the question of internationalization in legal education and practice (Fine, 2001; Sellers, 2008; Fry, Ketteridge and Marshall, 2009). While this attention has been salutary, there is no common understanding of what is meant by internationalization. Consequently, many of the discussions have been somewhat partial. Most importantly, discussions have been approached from the legal standpoint, rather than the legal and linguistic standpoint. This restrictive perspective on the part of legal professionals seems to diminish its potential. This research aims to explain why

this apparently trivial issue remains crucial for the successful formation of future legal professionals.

First of all, one needs to understand that the need for a global legal education is of course premised on the increasing globalization of the law and practice of the law. While international law as a discipline has existed for many years, the globalization movement in legal education goes far beyond the traditional study of international law. Most legal disciplines have hastened an inevitable transition to the internationalization of their disciplinary practices. The underlying basis for the globalization of legal education is the recognition that lawyers in the 21st century more than ever before will need to represent multinational and foreign corporations, and to do so with an increasing number of foreign and international jurisdictions. The internationalization of legal practices will demand the internationalization of legal education, but it has a very serious aspect.

Now, the research takes up the discussion of Content and Language Integrated Learning education in the second sense, that is, the insufficiency of a dislocated general understanding of linguistic knowledge. To this end, it explains that legitimacy, one of the crucial values of law, may be ill-treated -if not threatened- due to practitioners' unfamiliarity with discursive conventions and implications.

The research presents some instances from a highly-specific professional activity, that is, Domain Name Dispute Resolution. Domain Name Dispute resolution consists of an alternative dispute resolution process in which one or more legal professionals make a binding decision over the legitimacy of a domain name. In particular, the research focuses on Domain Name Dispute Resolution in the World Intellectual Property Organization.

Preliminary Ethnographic findings reveal that recent efforts to internationalize professional practice have propelled complexity, dynamism and unpredictability, but more importantly, these changes have encouraged the emergence of a WIPO multinational workforce (Martínez Escudero, unpublished doctoral dissertation). WIPO Domain Name Dispute Resolution includes panelists from more than 30 different countries. Professionals of this legal professional activity are said to be proficient in more than seventeen different languages. Yet, despite the apparent multilingualism, the ethnographic analysis brings out noticeable differences.

Findings reveal that all WIPO panelists speak English (100%), leaving no doubt about the pre-eminent role of English. Research also reveals salient differences between native speakers and non-native speakers of English. In general terms, native speakers reflect little interest in any other foreign language. English native speakers communicate in two (20%), three (10.58%), four (3.52%) or even five languages (1.17%), but strikingly enough, the majority of them *only* speak English (62%).

This attitude of English-centrism may be widespread in accordance to U.S. National Research Council: “a pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry. The U.S. education system has, in recent years, placed little value on speaking languages other than English or on understanding cultures other than one’s own” (as cited in Center for Education, 2007, p. 1).

Learned in law as they may be in legal matters, professionals use legal formulae to create a homogeneous template for their institutional documents. The standardization of discourse, as professional policy, remains useful since it minimizes risks and optimizes time costs and administrative efficiency. The following examples show how WIPO panelists rely on fixed expressions (i.e. *Claimant is*) and develop homogeneous strategies (i.e. Allusion to the Claimant and reference to its physical business place) to save time and effort in decision writing.

1. Claimant is Julia Fiona Roberts a United States citizen, with a principal place of business c/o Armstrong Hirsch Jackoway Tyerman & Wertheimer, 1888 Century Park East 18th Floor, Los Angeles, California 90067 USA. (WIPO D2000-0210).
2. Complainant is Parfums Christian Dior S.A., 125 rue du Président Wilson, 92593 Levallois-Perret Cedex, France. (WIPO D2000-0022).
3. Complainant is United Artists Theatre Circuit, Inc. (“Complainant” and “United”), is a Maryland corporation with its principal place of business at 9110 E. Nichols Avenue, Suite 200, Englewood, Colorado, USA. (WIPO D2002-0005).

In repeating discursive structures and strategies, panelists maintain existing power asymmetries and re-enacted them through discourse. In

Example 4, Respondent Lacoste Jewelry is completely unaware of the legally binding nature of the dispute resolution proceeding, and more in particular of its consequences. The problem appears when the respondent does not provide a formal Response to the Complainant's contentions and the panelist is expected to infer the Respondent's intent from the conduct she had with the Complainant. Since the Respondent has legitimate interests over the domain, such 'ignorance' on the Respondent's part is critical.

4. The exchange of written correspondence in evidence begins on October 8, 2008 with a strongly worded cease and desist letter from the Complainant to the Respondent with references to "Infringing Domain Names" and potentially heavy penalties under the law. There appear to have been telephone conversations in the interim in which, the Complainant says, by February 9, 2009 the Respondent had offered to change its business name, yet on February 16, 2009 the Respondent was still writing to the Complainant, "Hi Todd, Why do we have to transfer the names if we are not using them? Is this really an issue? Audrey". (D2009-0700)

Standardization is here a double-edged sword. On the one hand, standardization is viewed as an institutional strategy to prevent procedural risks. On the other, due to WIPO panelists' unawareness of discursive practices, it may serve to reaffirm the status quo of a number of business companies in the Internet at the expense of Internet users. Example 5 shows how the Respondent cannot claim any legitimate interest in the disputed domain name since, according to the Complainant, the reputation of Lacoste trademark prevails upon any other use. In using reputation as pressure tactic, it is difficult to miss the lexical boost implied in discourse.

5. The Complainant further contends that the Respondent cannot claim any legitimate interest in the disputed domain name. The registration date of the disputed domain name was September 15, 2007, long after the Complainant acquired rights in the trademark LACOSTE. The Complainant's trademark is very well known and there can be no legitimate use by the Respondent (citing *Veuve Clicquot Ponsardin, Maison Fondée en 1772 v. The Polygenix Group Co.*, WIPO Case No. D2000-0163 (2009-0700))

If one observes the examples provided so far, it is visible that professionals, students and university expectations are changing. Effective legal academics are expected to be not only researchers and purveyors of legal scholarship but familiar with educational theory and practice, and willing to bring the same critical and reflective attitudes to their teaching and their research (Fry, Ketteridge & Marshall, 2009, p. 380). In the case of students, things are not different. Students are not only expected to learn and put into practice disciplinary knowledge, but should also adapt rapidly to the changing times of international practices, and be capable to respond to the new ways in which the world has begun to operate. As Fine (2001) puts it:

In the most fundamental sense, globalization in legal education presumes that attorneys need to have a general understanding of the ways in which the other systems operate and to have the basic vocabulary to understand the issues their clients face, and the means by which to help resolve them (p. 330).

At a larger level, universities are also expected to react swiftly to the changes and promote greater global integration. Professionals perceive this multidisciplinary university environment as the first step to ensure greater global justice. Sellers (2008), for instance, suggests that the internationalization of law demands a zeal for justice and truth: “As the aims of law should be justice and the common good, so the aims of university should be truth and freedom of thought. These shared values animate the academic enterprise and should guide the study of law, as much as any other object of enquiry” (p. 5).

5. Final Remarks

The internationalization of legal education demands the substitution of the present systemic reproduction of traditional legal education. In fact, it has paved the way for the adoption of a multi-perspective and multidisciplinary curriculum. This new curriculum should be characterized by convergence and mutual recognition of disciplinary practices which are the nurturing values that help professionals, students and universities fulfil their rapidly changing expectations.

Future legal education should, thus, adopt a multidisciplinary perspective that includes meta-knowledge, domain-specific knowledge and linguistic knowledge. The relevance of this assumption relies on two central principles. First, the combination of these three aspects, particularly domain-specific and linguistic knowledge, seeks to effectively integrate the learning of formal disciplinary and non-linguistic content with the learning of a foreign language. It, thus, takes a holistic view of Content and Language Learning, as occurring through integration of several contextualized building blocks: content, communication, cognition and culture, within the so-called 4Cs Framework (Coyle, Hood & Marsh, 2010, p. 4). Second, it prevents the risk associated with the oversimplification of linguistic aspects on the part of legal professionals. A 'general understanding of the ways the other system operates' does not satisfy internationalization requirements, nor should satisfy professionals, students and universities in their prospects for future legal education.

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Appendix A

Table 1 <i>WIPO Administrative Panel Decisions</i>		
Classification of Decisions regarding Domain Name Disputes	Number of Words	%
Generic Top Level Domain Decisions (gTLDs)	333,970	53.33
Country-code Top Level Domain Decisions (ccTLDs)	292,159	46.66
Totals	626,129	

Table 1. Data Collection of WIPO Administrative Panel Decisions