

M-O-V-E APPROACH TO ACQUIRING PATENT LAW VOCABULARY

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Abstract

The paper addresses the issue of lifelong learning of the professional vocabulary through the prism of M-O-V-E approach to acquiring Patent Law vocabulary during the course of learning English for specific purposes. The work outlines the frame-based grounding for the approach to be effectively built and successfully exercised. Frame-based analysis supplies the core for selection the study material and preparing Patent Law class handouts. The shift in the teaching paradigm from Teacher-centred Learning to Student-centred Learning gets articulated in terms of its impact on the learner, making the latter a motivated investigator ready for fruitful interactive study process. Through the M-O-V-E the following aspects of acquiring Patent Law vocabulary are brought into light: 1) motivation of the modern learner; 2) the opportunities for effective facilitation in the classroom; 3) verification of the knowledge gained through the study; and 4) engagement into professional career concerned with the usage of the knowledge gained while university studies and further professional advancement. To the main focus of the work also belong the provision of the practical guidelines for harmonious implementation of M-O-V-E into continuous and a lifelong educational process of the future legal professional.

Key words: action frame, FLIPped Learning, Project-based Learning, Student-Centred Paradigm, facilitator.

Introduction

Effective communication is considered to be a vital tool of a lawyer since it has been graded as the ability to sustain the fruitful interaction between a client and a legal professional. The success in legal environment depends greatly on the level of communicative skills developed during the educational process, pupillage, and pursuing a career in law. None can be surprised by the fact that the capacity to communicate efficiently is designated by a modern employer to be a must considering the data of 2019 where the communication remains among top 5 critical competences of a modern lawyer according to *Forbes'* official report¹ and to say

¹ Adi, Gaskell. What Are The Top 10 Soft Skills For The Future Of Work?. *Forbes* (online version). Feb 22, 2019. Mode of Access: <https://www.forbes.com/sites/adigaskell/2019/02/22/what-are-the-top-10-soft-skills-for-the-future-of-work/#364c868b7f1f>

more, in 2020 *Prospects*² lists communication as # 4 among the skills required for an excellent lawyer career. The data obtained illustrate that such once fundamental qualities for legal profession as creative problem solving, information analysis and research, organisation, resilience and self-confidence, initiative, and the ability to work under pressure are left behind by the communicative competence. But the issue of communication is a quite controversial one and the truth once mentioned by Plato still stays relevant to nowadays' education: "Wise men speak because they have something to say; fools – because they have to say something". University education is not about being a fool and thus the paper addresses the collection of tools to develop the professional vocabulary in those learners who reject saying something because of their need to just produce an utterance or to get at least some score. The modern university students are ready for developing their communicative skills through the desire to speak.

The study covers the gap between the researches in fields of legal terminology, language philosophy, semiotics and rhetoric by offering a frame and semantic approach to utilizing the methods of teaching English for specific purpose. The language factor in training of the legal professionals is awarded attention in such interdisciplinary research as *Legal Discourse* of P. Goodrich (Goodrich, 1987), which focuses on the aspects of rhetoric in relation to jurisprudence and legal analysis, science and legal faith. Another contribution to studies of language aspect in field of law is made by P. Tiersma³, L. M. Solan⁴, J. Ainsworth, and R. W. Shuy. Their joint research raises the issue of adhering to different communicative strategies in English-speaking legal environment, whereas the study of D. Cao⁵ uncovers the multilingual impact on legal profession. There are also studies impacting the understanding of legal discourse in terms of forensic linguistics outlined by R. W. Shy⁶. Furthermore, the investigations covering the language aspect of such topics as rape and bankruptcy trials are produced by the team of scientists: D. de Carvalho Figueiredo, Ch. Heffer, S. Bernstein, M. Coulthard, A. Johnson, G. Stygall, R. Moekitsi⁷ who pay the prime attention to the phonetic and pragmatic peculiarities of the communication while interviewing a client, upon receiving testimonies considering the effects of multicultural courtrooms' environments. The work of R. C. Wydick "*Plain English for Lawyers*"⁸ is covering the pieces of practical advice to those studying legal language and deserves the specific mention hence the fact it uncovers the practical need for and way of simplifying EFL (English as Foreign Language) classes in graduate education through reduction of the surplus lexis usage, together with too complex and long syntactical constructions, old fashioned phrases, the application of which requires solid evidence and legal grounding. The set of works mentioned above leaves the scope for developing and application of professional vocabulary for law open for a research. Thus the **question under investigation is of high importance** as it sheds

² Jemma, Smith. 7 skills for a successful law. *Prospects online*. June, 2020 : Mode of Access career<https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/law-sector/7-skills-for-a-successful-law-career>

³ Tiersma P. *Legal English*. University of Chicago Press. The USA. 1999.

⁴ Solam L. A., Ainsworth J., Shuy R. W. *Speaking of Language and Law* (Edited by Lawrence M. Solan, Janet Ainsworth, and Roger W. Shuy). Oxford University Press. Oxford. UK. 2015.

⁵ Cao D. *Translating Law*. Multilingual Matters Ltd. Clevedon. Buffalo. Toronto. The UK. The USA. Canada. 2007.

⁶ Shuy W.R. *Linguistics in the courtroom: a practical guide*. Oxford University Press. Inc. New York. The USA. 2006.

⁷ Cotterill J. *Language in the Legal Process* (Ed. by Janet Cotterill). Palgrave Macmillan Ltd. The UK. 2002.

⁸ Wydick R.C. *Plain English for Lawyers*. California Law Review. Vol. 66. 1978. P.7-31. DOI 10.15779/Z38T44G

light to the issue of M-O-V-E technique as one combining the results of the cognitive and semantic research with methodology of language teaching and studying. This provides the paper with the possibility to satisfy the need for practical and applicable novelty. The paper **aims at** exploring the effectiveness of M-O-V-E approach as the set of teaching and learning techniques to shaping the vocabulary for Patent Law and crystalizes the practical guidelines for its continuous expending, which is undermined by frame semantics and the elements of onomasiological as well as semasiological analyses. The study sets following objectives: 1) to figure out the composition of grounding for M-O-V-E; 2) to elicit practical application of M-O-V-E to vocabulary for law; 3) to outline the set of modern educational means honing successful application of frame-based teaching and learning Patent Law vocabulary through M-O-V-E; 4) to provide the view on incorporating M-O-V-E into educational process.

The basics of M-O-V-E approach to building the professional vocabulary

“Education is not the learning of facts but training of the mind to think” (Albert Einstein). The thought outlined by Albert Einstein long ago is transparently describing the educational process as one provoking the student to move towards the knowledge instead of remaining inert during perceiving the information provided by an educator. The same principle is exercised within M-O-V-E approach (Dunaievska 2020(a) in acquiring the professional speaking skills in general and in laying the grounding for the skills via upbuilding the professional vocabulary in particular. Utilisation of the four-staged educational scenario M-O-V-E extends from lexis acquiring to targeting the limitless opportunities for its expanding through lifelong application. The approach fits the university environment since it fixes the issues with modelling the real life situations and postulates learning. It replaces the conventional scheme of pure learning of the terminology accompanied by its meaning and its examples in the context. Each level of the approach maintains the links to the real-life situations established primarily through frame-based analysis to make both the preparing for teaching and facilitating in learning to become the interactive processes. The frame-based approach assumes the notions of encountering the situations based either on evoked framing serving the familiar situations or invoked framing provoked by the events previously unknown to the participants (Fillmore 1982: 20; Dunaievska 2020 (c), so the task of the educator is to make as many transitions from invoked framing to the evoked one as possible, due to the fact that a learner may possibly be engaged in these situations in the future career. Also, the frame-based vocabulary assumes the operation with possible legal career events through using the action frame structures outlined by S. A. Zhabotynska (Zhabotynska 2010).

Thus the four-staged construction of ‘M-O-V-E’ approach to teaching a foreign language for specific purpose is pillared by frame-based vocabulary formation. The acronym M-O-V-E marks the different stages of acquiring professional vocabulary:

- **M** refers to *Motivation* which marks primary stage of acquiring professional vocabulary;
- **O** stands for the *Opportunities* pointing at the second stage of acquiring professional vocabulary;
- **V** introduces *Verification* that designates the third stage of acquiring professional vocabulary;
- **E** signifies *Engagement* that outlines the fourth stage of acquiring professional vocabulary.

The interaction between components of M-O-V-E in action is depicted on the following figure, where frame-based vocabulary formation signifies the bases to all four stages of the approach.

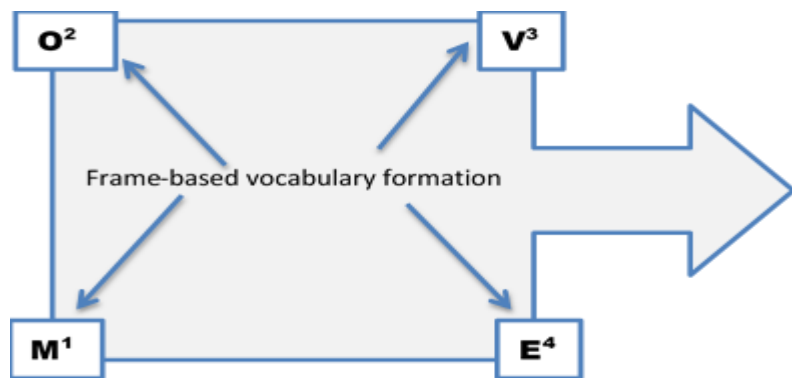


Figure1. *Interaction of M-O-V-E components*

The figure introduces the dynamic character of developing the professional skill through application of M-O-V-E in teaching a foreign language vocabulary for specific purposes. Each component of the M-O-V-E approach can be applied to teaching Legal English Course vocabulary and covers each stage of activation the certain amount of requirements to conducting the educational process.

Development of communicative skills in Legal English as Foreign Language classes requires the adaptation to approaching a modern learner from the standpoint of an active participant and a motivated explorer of information. The modern learner is not just a receiver of the study material but an active participator in the search and accumulation of knowledge where the teacher is a facilitator whose main task is to provoke the strive for advancement in a student. The change owes to the conceptual shift in the educational paradigms from Teacher-centred Learning to Student-centred Learning (SCL)⁹. The modern approach to the process of education is representing a notion of equal accessibility to the source of knowledge where both a student and an educator have levelled opportunities in accessing the study material, but an educator, being a facilitator, is navigating a learner for the latter not to lose the focus on prime things and to filter the deceiving facts out. The following figure depicts the shift in paradigms and explains the basic differences in perception of modern educational process.

⁹ Brandes D., Ginnis P. *A Guide to Student-centered Learning*. Oxford. Blackwell. 1986.

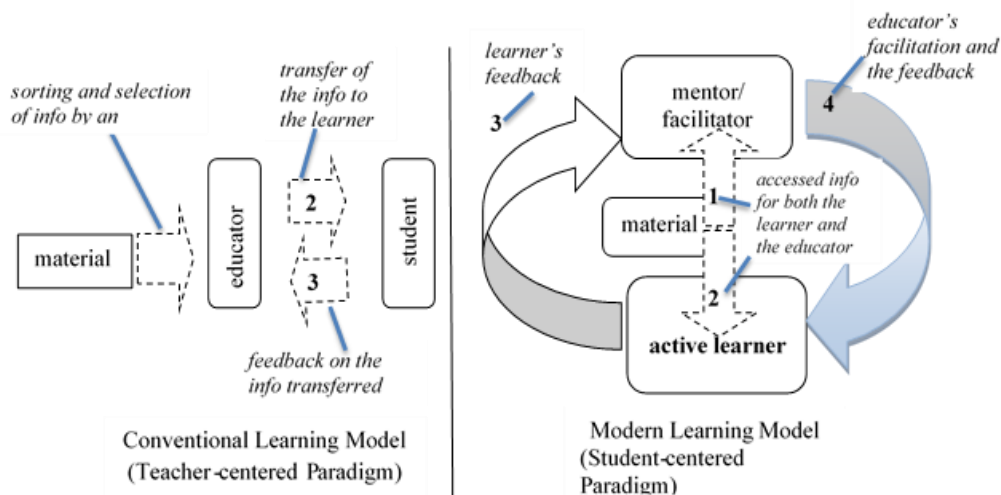


Figure 2. *Shift in Educational Paradigms*

The mechanism depicted in Figure 2 addresses the processes occurring in the change effecting the access to the information (study material). The part of the figure corresponding to the Teacher-centred paradigm drafts the mechanism as one that follows the rout from point # 1 designating a process performed by an educator through point # 2 involving the medium and the form of transferring the information / study material to the learner and reaching the final point at spot # 3 encompassing the learner’s feedback after reflection of what was transferred from the educator earlier. The scheme illustrates a non-finite process due to the fact that the educator may distinguish the gaps in the knowledge gained by the learner and thus activate the necessity to improve the quality / content of study information or upgrade the media of transfer launching the process from point # 1. The key focus of the part corresponding to the Teacher-centred paradigm falls upon the transformation of learning process of the participants and the type of their interaction in the classroom: information → educator→ learner, where the educator becomes an intermediary between a learner and the information / study material. This, partly, involves the certain level of subjectivity due to the fact that the information / study material gets interpreted through the prism of the educator’s understanding. On the other hand, the second part of the figure depicts a way advanced interaction in terms of its independent perception. In Student-centred paradigm the learners get the equal excess (# 1 and # 2) to the authentic information / educational material, but not the one that has been reflected by the teacher (due to Teacher-centred paradigm). In this way, the learner has to act towards working out the best method to acquire knowledge, to exhibit it (# 3) and, simultaneously, the learner is directed and controlled by a facilitator through this process (# 4). The paradigm is also of an endless nature as the issues spotted on point # 4 give the rise to launching the detection of the failing elements in the chain material → educator + learner → educator + correction or optimisation of knowledge gained →learner.

The teacher is not the only one trusted source of information anymore and a student is free to work with educational material from the first minute of engaging into a discipline. When the paradigm shift becomes obvious, the era of a teacher as the only trusted source of knowledge and experience is behind. The issue is reflected

in the guidelines provided is by D. Brannides and P. Ginnis, where a student accepts responsibility of planning the curriculum that results in full understanding of their place in the studying process of student-centred learning (SCL).¹⁰

The first of 4 pillars of **M-O-V-E**¹¹ approach is erected by motivation. The environment created by Modern European Higher Education Area (EHEA) in 1999 has introduced the principles of transparency, mobility, and great emphasis on the learners as proactive ones, opening new horizons to **motivated students** to become the core of modern system of education.

The shift in approach to education opens the classroom for the new methods and tendencies in teaching and at the same time it enables the university staff to adapt the study process to the changes. The special attention must be paid to those educators who are ready to provoke their students to think rather than to passively perceive the educational material. The educators' kits get extended via opting for novel educational components stimulating the learner to be proactive in mastering their career. To say more, law schools are among the frontiers in upgrading the educational paradigm. In fact, these are those who expect the "effective communicators, critical and dynamic thinkers, problem solvers, and career experts" to graduate from the educational establishments for law (Živković 2016: 102). Concerning the point elicited by S. Živković it becomes quite obvious that the development of professional vocabulary is listed among the top priorities of legal education curriculum. Hence, the fact that the latter tends to follow the principle of diversity its "objectives are not limited to linguistic factors, but also include developing of art and critical thinking"¹² though "actual business in law is transacted and executed in language".¹³ In this case, communication skills' development gets mandatory accompanied by critical thinking, problem solving and career advancement (Dunaievska 2020 (a): 176). This set of techniques undermines the grounding for the next pillar of M-O-V-E – **O**pportunities. The pillar encompasses the variety of methods / technics for acquiring Legal English vocabulary which creates the range of opportunities for the learners while dealing with studying the vocabulary for law. Among the possible options are Problem-based, Project and FLIPped Learning due to their focus on development of critical for a modern student of law – proactivity and problem solving features as they are likely to also bring to the classrooms the techniques underlining critical thinking and creativity.

Problem-based learning is grounding on a proactive learning strategy: the learners are stimulated to earn their knowledge and competences gradually. Problem-based learning offers a variety of activities nurturing the strive for: getting to know more, independency, self-management together with working out the feedback with orderly executed analysis. Furthermore, strategy of problem-based learning affiliates the motivated learner (Gabriel et al, 2015: 1867) and due to this fact it is more than an efficient contribution to M-O-V-E.

¹⁰ Wilson K. Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP). *Thinking Skills and Creativity*. 2016. P. 256. DOI 10.1016/j.tsc.2016.10.002

¹¹ Dunaievska O. Professional Communication: from Frame Semantics to Learning Environment ... P.175

¹² Brown H. D. Some practical thoughts about student-sensitive critical pedagogy. *The Language Teacher*. Vol. 28(7). 2004. P. 24

¹³ *Essential Study Skills for Law Students*. Routledge. Taylor&Francis Group. P. 67. Mode of Access: https://www.crcpress.com/rsc/downloads/Essential_Study_Skills_for_Law_Students_FINAL_PDF.pdf (accessed 14 August 2019).

FLIPPed Learning having started as “peer instruction” exercised by Harvard Professor E. Mazur’s together with his “just in time teaching”¹⁴ turns out to a fruitful challenge in terms of Learner-centred paradigm. The method is practically embodied into a classroom flip or depolarisation of teacher → learner interaction process towards a cooperation which results in engaging the student into independent research perceiving the teacher as not the only source of verified information but rather an experienced assistant in the search and a facilitator in the whole study process. Later, the method of a “flip” is concerned by J.W. Baker and gets undertaken as an extremely productive teaching instrument in active learning: a learner is provided by a mentor rather than by a teacher “by his side”¹⁵ Being successfully utilised by J. Bergman and A. Sams,¹⁶ learning with a flip or a **FLIPPed learning** grew into an innovative media to facilitate effectively in academic classroom. Students are instructed to access the study material before the class takes place, and are actually doing their own research in their own comfortable way using the media to perceive the study material according to their taste of media (accompanied by the music / in a quiet place / listening to the podcasts or watching the video records). This appears to be particularly useful while having a remote mode of education when a learner earns an opportunity to be active user of their background knowledge and acquire skills in this process that makes them active learners, not bound by bias.

Among the techniques for handling M-O-V-E effectively is the one which makes law students think critically due to its ability to fix the problem with modelled life situation in a classroom environment, because “by allowing students to think critically about how a concept applies to a real-life situation, it deepens the quality of their understanding and their ability to apply their prior knowledge on new situations” (Živković, 2016: 107). The technique corresponds the way the basis for M-O-V-E is formed – the utilisation of frame-based approach. Concerning the second technique it is training of creative thinking pattern which is put by B. Bloom on the highest level facilitated in learning environment with the potential to be reached by acting in the classroom while a student has to undergo the chain of stages while dealing with the study material: remember → understand → apply → analyze → evaluate → create. The chain is a vital source to adhere when verifying the steps of evaluating any type of the information and is advised to be followed in building professional vocabulary through M-O-V-E. Thus, the stage “Opportunities” gives the learner a possibility to encounter the new lexis through such steps¹⁷ as:

Step 1: Appellation to the facts / basic concepts through memorizing the repeated number of the analysed situations (in terms of frame-based approach – frames);

Step 2: Figuring out the ideas and concepts via applying the classification, translation, selection the corpus of lexis based on the situations they appear in;

Step 3: Employing the learnt data in unknown situations through sketching and scheduling;

¹⁴ Crouch C.H., Mazur E. 2001. Peer Instruction: Ten Years of Experience and Results. *American Journal of Physics*. Vol. 69: 970-977.

¹⁵ Baker J. W. *The “Classroom Flip”: Using Web Course Management Tools to Become the Guide on the Side*. In: the 11th International Conference on College Teaching and Learning: Jacksonville. Florida. 2000.

¹⁶ Bergmann J., Sams. A. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. *International Society for Technology in Education*. ISTE and ASCD. 2012.

¹⁷ Dunaievska, Olha. 2020. Professional Communication: from Frame Semantics to Learning Environment: 177.

Step 4: Establishing the ties with new situations through contrasting and comparing the already familiar lexis;

Step 5: Proving and supporting the need for the application of the known lexis while justifying a stand or decision by appraising, arguing, and supporting (for example: mootings);

Step 6: Creating an original piece due to designing, assembling, constructing, and investigating the new vocabulary items through engagement into legal assistance as a paralegal in a law clinic.

To support the lifelong priority of application the vocabulary acquired through M-O-V-E the stages of V – Verification and E – Engagement are supplied. The basis for verification of the frame-based vocabulary may vary depending on the options to enter into practice the learner is deciding for. To the optimal ways to verify the accumulated vocabulary belong the participation in the internship programs and volunteering in the local law clinic while advising the foreign clients and participating in international conferences, workshops, meetings. Concerning the stage of engagement it must be admitted that a motivated learner will be ready to get engaged into different cases presupposing the proficient command on foreign language for law.

Framing of Patent law vocabulary corpus

Since M-O-V-E approach to developing the professional vocabulary for law has the frame-based analysis as its prerequisite, it is necessary to follow the mandatory steps¹⁸ bearing a joint character of onomasiological and semasiological¹⁹ features influencing the following procedures:

– semasiological aspect of framing Patent Law vocabulary: integrative defining; composite defining; spotting the basic constituents; corpus fracturing;

– onomasiological aspect of framing Patent Law vocabulary: situation-based sorting; identifying the slots; outlining the frame pattern / scheme.

The frame-based vocabulary analysis is ordered according to the next chain of procedures: 1) integrative defining → 2) composite defining + situation-based sorting → 3) spotting the basic constituents + identifying the slots → 4) corpus fracturing + outlining the frame pattern / scheme.

The application of the integrative defining aims at determining the number of dictionary articles explaining the analysed notion which at the same time function as “containers for universal knowledge” on the issue. Finally, the lexis is sorted with its class reference and the scheme of the frame containing the universal understanding of the notion and the situation connected with it is outlined.

On the first stage – integrative defining of *patent* dives into analysis of multiple definitions of a notion under investigation aiming at providing a definition composed from 5/6 or more available. Integrative defining of *patent* is assisted by One Look dictionary²⁰ search since the latter provides multiple definitions sorted from dictionary articles explaining the lexeme “patent” as:

¹⁸ Dunaievska, Olha. 2020. Professional Communication: from Frame Semantics to Learning Environment ...: 168.

¹⁹ Onomasiology and Semasiology. Mode of Access: <https://www.christianlehmann.eu/termini/onomasiology&semasiology.html> (accessed 25 June 2019)

²⁰ <https://www.onelook.com/?w=patent&ls=a>

1) Merriam-Webster²¹: *an official document conferring a right or privilege; a government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention;*

2) Oxford dictionaries²²: *a government authority or license conferring a right or title for a set period, especially the sole right to exclude others from making, using, or selling an invention;*

3) Collins Dictionary²³: *an official right to be the only person or company allowed to make or sell a new product for a certain period of time;*

4) Macmillan Dictionary²⁴: *an official document that gives someone who has invented something the legal right to make or sell that invention for a particular period of time, and prevents anyone else from doing so;*

5) Cambridge Advanced Learners' Dictionary²⁵: *the official legal right to make or sell an invention for a particular number of years;*

6) Legal Dictionary Law Com.²⁶ *an exclusive right to the benefits of an invention or improvement granted by the U.S. Patent Office, for a specific period of time, on the basis that it is novel (not previously known or described in a publication).*

On the second stage the content of definitions is sorted out based on their reference to the situation, so composite defining focuses on evaluation of the basic components crystallized from definitions retrieved from 6 dictionary articles. The following constituents of patent have distinguished:

– things and their characteristics related to a patent: *an official / legal / exclusive document, right to, the benefits, company, a government authority, a license; the US Patent Office, a new product, an improvement, a publication;*

– people related to a patent: *an inventor, the only person, someone who has invented something, anyone else;*

– actions related to a patent: *to grant, to make, to be allowed, to exclude, to sell, to use, to give, to prevent, to be known, to be novel, to be described;*

– markers of time, place, and manner related to a patent: *for a specific period of time, for a certain period of time, on the basis that it is novel.*

Utilising the results of outlined constituents' analysis, the situation-based sorting allows the learner as a law student to familiarise with the potential events connected with patents and Patent Law which they may encounter in the future. In fact, the effectiveness of this stage will influence the number of frames the learner will be ready to evoke while facing the issues regarding patents and Patent law. Driven by the results of composite defining one can outline the following events: *Inventing Something Novel; Meeting Legal Requirements; Interaction with the US Patent Office; Describing a Patent; Obtaining a Right; Authorising a Patent; Earning the Benefits; To Be Allowed to Use Something Novel; Selling a Patent; Obtaining a License; Granting a Patent; Using a Patent for a Certain Period of Time.* This is only short and preliminary set of the potential situations with reference to patent and Patent Law which sets the guidelines for constructing the core categories for the rest of the corpus content of patent- and Patent Law-related lexis.

²¹ <https://www.merriam-webster.com/dictionary/patent>

²² <https://www.lexico.com/en/definition/patent>

²³ <https://www.collinsdictionary.com/dictionary/english/patent>

²⁴ https://www.macmillandictionary.com/dictionary/american/patent_1

²⁵ https://dictionary.cambridge.org/dictionary/english/patent?q=patent_1

²⁶ <https://dictionary.law.com/Default.aspx?letter=P>

Furthermore, these situations are the determiners launching the search for the lexis regarding each situation or an event pertaining to it.

Also, it is important to note that while facilitating in acquiring vocabulary regardless of the field of law or specialisation, a learner (whether a junior / senior / undergraduate student or a paralegal) must bear in mind the perception of the function they perform in all the processes pertaining the domain of law. The function of a lawyer in the overwhelming majority of cases / situations or events, due to the research conducted in 2020, is an implied one and not the evident or explicitly observed from the description of the event. A lawyer can be pointed out as an independent intermediary while disputes, proceedings, prosecutions by doing advocacy or providing advisory services (Dunaievska 2020 (b): 37). Grounding on the findings of the latter, it becomes evident that each situation connected with legal advice or other legal issue implicitly includes the job a learner is supposed to do upon a graduation exclusively on behalf of one of the sides either a claimant / a defendant in civil cases or a prosecutor / a defence attorney in a criminal case.

Further work over the corpus content of the situations can be illustrated by some cases of utilising the previously outlined events. For example, the situation of *inventing something novel* can be approximated via action frame structure: *Somebody (a person) — Acts (invents) — Something*. The action frame structure can further be split into slots filled with the lexis used to mark the participants of the event. Slots function as containers for the verbalising each of the participants, their actions and their characteristic features. The lexical material for filling in the slots is collected from the major and additional sources offered by an educator. With reference to a patent and Patent Law the successive sources draw particular attention:

— “*Patent teaching kit of European Patent Academy*” (prepared by European Patent Organisation in 2011).²⁷

— *Intellectual Property Law*. Research guide of Duke University School of Law. Chapter: Patent Law.²⁸

— *Patent Law Principles & Strategies* by Jeffrey I. Auerbach.²⁹

— *How to get a European patent: Guide for applicants*. Part 1. 13th edition. May 2010 (Open Access Document).³⁰

— *Regulations under the Patent Cooperation Treaty*.³¹

— *European Patent Bulletin*.³²

— *European Patent Guide – How to get a European patent*.³³

— *Litigation in EU 2019*.³⁴

— *International Patent Classification (IPC) Brochure*.³⁵

All the above mentioned educational material handles the lexis corpus of patent and Patent Law to be applied while educational process and as the result is

²⁷ <https://www.epo.org/learning/materials/kit/download.html>

²⁸ <https://law.duke.edu/sites/default/files/lib/intprop.pdf>

²⁹ <http://euro.econ.cmu.edu/program/law/08-732/Patents/PatentLawPrinciples.pdf>

³⁰ <https://www.wipo.int/pct/en/texts/rules/r18.html>

³¹ <https://www.wipo.int/pct/en/texts/articles/atoc.html>

³² <https://www.epo.org/searching-for-patents/legal/bulletin.html>

³³ <https://www.epo.org/applying/european/Guide-for-applicants.html>

³⁴ [http://documents.epo.org/projects/babylon/eponot.nsf/0/05B84848CBCF7338C1257833003C2531/\\$FILE/patent_litigation_in_europe_2019_en.pdf](http://documents.epo.org/projects/babylon/eponot.nsf/0/05B84848CBCF7338C1257833003C2531/$FILE/patent_litigation_in_europe_2019_en.pdf)

³⁵ https://www.wipo.int/edocs/pubdocs/en/wipo_brochure_ipc.pdf

attributed to categorising while frame-based analysis being aided by placing to proper slots of the particular frames (situations/events of touching potentially upon patent or Patent Law).

Slot **Somebody** of the event of inventing something novel encloses such lexemes as: *a candidate, an inventor, an owner, a researcher, an entrepreneur*.

Slot **Acts (invents)** contains: *to create, to invent, to modernise, to revolutionise, to improve, to upgrade, to advance* etc.

Slot **Something** counts: *model, appliance, improvement, method, mechanism, process, machine, manufacture, composition of matter* etc.

The next situation in the matter of a patent is described via frame “*Meeting Legal Requirements*” through action frame structure: **Something (an invention) — Acts (meets) — Somethings (requirements)**. The slot **Something** is to be filled with previously presented lexis from the frame fixing the situation of inventing something novel. The slot **Acts (meets)** is objectivised through lexis: *to be patentable; to be novel; to be utilised; to be non-obvious*. Each constituent of the slot gets further extended due to the requirements established by the particular state or the union of states. The slot **Requirements** contains: *patentability, novelty, non-obviousness, uniqueness, fair representation* etc.

The corpus structuring presupposes having the exact number of the situations crystallised during integrative defining the educator sorts the corpus (the amount of lexis pertaining to patent and Patent Law) created by collection of the terms from sources on the topic according to the situations they might be used in and the slots they might further belong to. It is highly recommended to perform the frame-based analysis of patent and Patent Law vocabulary before starting the topic of Patent Law with the students of Law school, since the results of it are to be transparently listed in the handouts for students with an aim to intensify their comfortable application.

Implementing M-O-V-E into the classroom activities

The results of the carefully executed frame-based vocabulary analysis can be listed in the table containing the probable patent and Patent Law situations which may come in form of Vocabulary toolkit “Patent / Patent Law”. The form is to be inserted into Google document for being easily accessible and transparent for a highly **motivated** learner. Due to the requirements of FLIPped Learning the learners are provided with both the link to accessing the file and the rights of an editor for copying or editing or commenting on the document if necessary a week before the classes on patent and Patent law start, for the learners to have enough time to reflect on the offered technique. Each learner in the course is required to copy the Vocabulary toolkit form, to enable the educator to access the document with the link as well as to grant the editor the rights for adding comments or offering some corrections to their personal toolkits. A learner is required to extend their Vocabulary toolkit on patent and Patent Law during the whole period of working over the topic. Undergoing the course of studying patent and Patent Law the learners are offered the variable **opportunities** for acquiring the vocabulary on patent and Patent Law within the following mode: 1) they are supplied with study material before the classes; 2) the learner is to attend the class being fully equipped with the study material and well prepared for active participation in discussions added by

other engaging activities; 3) the learner is required to join a study group making a project-research dedicated to solving the distinguished problem or a challenge tackling the field of Patent Law in a team as well as on individual basis to create a **unique and independent work**. While **complying with the project-based task** and solving the issues of Patent Law a learner is developing the **command on critical thinking and creativity**. Upon the completion of the Patent Law course the Vocabulary toolkit developed through the course remains intensively used and gets continuously extended while dealing with other issues from classes of Legal English. The educator offers the options for learners for example to do a volunteering at the university law clinic by assisting the legal professionals with their foreign visitors or to prepare the conference proceedings in Patent Law for international participation which makes the learner to exercise and **verify** their foreign language speaking skills and upgrade the level of their vocabulary. Furthermore the learners obtain the opportunity to extend their vocabulary on spot by adding the newly encountered and previously unknown lexis to their Vocabulary toolkits hence it being kept in the Google Document with 24/7 access. Finally, the learners are highly recommended to join the professional communities for Patent Law professionals to enable the continuous enrichment of their professional vocabulary through **engagement** into the activities and projects of the community.

Conclusions

The application of M-O-V-E approach to acquiring professional vocabulary is effective addition to development of a legal professional as a skilful communicator who speaks because they have something to say. Moreover M-O-V-E can be regarded as a valuable addition for teacher the vocabulary of Patent Law since it is addressing the policy postulated by The European Framework of Key Competences for Lifelong Learning³⁶ and thus supplies a prerequisite to lifelong learning inventory hence the fact it presupposes the limitless development of the personal professional vocabulary set. The whole idea of M-O-V-E is nurturing the acquiring of the professional vocabulary for Patent Law or any other domain to be based on the procedure of transforming invoked framing (unfamiliar situations) through exercising professional lexis into evoked framing (situations familiar at least to some certain extend), which aims at aiding the future legal professional in application of the gained communicative skills and learnt vocabulary without any barriers.

³⁶ The European framework of key competences for lifelong learning. Mode of Access: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en

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