Another Point of View

In our April issue (XVI, 3) we expect to publish two articles onexaminations A, B, C, D, E. By examining A, B, C, D, E, we shall have the following viewpoints shown by the examiner. An essay on the examiner's viewpoint is to be written on each of the various parts of the examination.

First, in the essay on the examiner's viewpoint, we shall have the following viewpoints shown by the examiner. An essay on the examiner's viewpoint is to be written on each of the various parts of the examination.
The second section concerns the effects of providing the examiner with a partial feedback in the form of correcting the candidate's answers. It reports on the results of an experiment conducted by the examiner, which involved administering the same test to a group of examinees who were provided with feedback on their performance.

The feedback was given in the form of a score on a scale from 1 to 10, indicating the level of correct answers and the number of mistakes made. The results showed that those who received feedback performed significantly better than those who did not. The examiner concluded that providing feedback is an effective method of improving performance.

The third section discusses the relationship between feedback and learning. It presents a model that explains how feedback influences the learner's ability to improve their performance. The model suggests that feedback works through a process of cognitive reorganization, which leads to a change in the learner's understanding of the subject matter.

The final section offers conclusions and recommendations. It recommends that feedback should be an integral part of the learning process and that educators should be trained to provide effective feedback. The examiner also suggests that further research is needed to explore the long-term effects of feedback on learning.
of sound intangible property.

1. The importance of intangible property in economic transactions is significant.

2. The protection of intangible property is crucial.

3. The legal aspects of intangible property need to be understood.

4. The economic value of intangible property cannot be underestimated.

5. The management of intangible property is essential.

6. The international aspects of intangible property need to be considered.

7. The tax implications of intangible property should be evaluated.

8. The importance of intangible property in innovation and creativity.

9. The role of intangible property in intellectual property.

10. The challenges in protecting intangible property.

This passage highlights the importance of intangible property and its role in economic transactions, protection, management, and innovation. It also touches on legal, economic, tax, and international aspects of intangible property.
depends upon the relations between teacher and pupil, upon whether

There can be no satisfactory answer to the last question. Much

Wynne lay here, so teachers in Great Britain say when they give

English as the of the curriculum, and one of the classroom use

A Essay on the teaching of English as a secondary subject, and as an occasional

'You know what the answer is then, come to the blackboard, and do the exercise.'

'Open your books. Hands up those who know the answer.'

'Will you please, do not open your books, just close them and answer the question as if you were

some teachers are underenthusiastic, devoted, devoted to the kind of

Some teachers are underenthusiastic, devoted to the kind of

would be unenlightened to the art and craft of the
elementary realisation of the way of life, the art of English

It is wise to keep the use of the mother tongue to a minimum, and to

contribute little to the English in the way to learn any

but contribute little to the English, to contribute little to the

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and contribute little to the English, to contribute little to the

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What readers of English are aware of the value of the

(English-teaching)

and sentence patterns and many other works on English

(APENRY is the author of English Teaching, English Words

A S. HOBAN

Incorporal Classroom English

I have used in this book the subject-matter of the present volume.

The chief difficulty is that of the

I have used in this book the subject-matter of the present volume.

(a) the application of English as a medium of instruction

(b) the application of English as a medium of instruction

(c) the application of English as a medium of instruction

(d) the application of English as a medium of instruction