There are three general teaching types widely used in the world today: English as a Second Language (ESL), English for Specific Purposes (ESP), and English for Teaching Purposes (ETP). The first one is English for non-native learners, the second one is English for specialized purposes, and the third one is English for teaching purposes. The teaching methods of English for specific purposes (ESP) focus on the needs of students who require English for particular purposes, such as business, engineering, or medical fields. The teaching methods of English for teaching purposes (ETP) focus on the needs of teachers who need to improve their English skills for teaching purposes. The teaching methods of English as a Second Language (ESL) focus on the needs of learners who are acquiring English as their second language.
English for Specific Purposes

Disciplines. A variety of teaching and learning materials taken from a variety of sources is used, with emphasis on the needs of the particular group of learners. This approach involves communication of information, as well as the development of critical thinking skills. The curriculum is designed to meet the needs of the learners, and the teaching methods are adapted to the specific learning outcomes. The English language is used as the medium of instruction, but other languages may also be used as needed. The course is designed to be flexible and adaptable to the needs of the learners.

The Teaching of English as a Second Language (ESL) course is designed to provide students with the skills needed to communicate effectively in English. The course is offered to students who are not native speakers of English and who need to use the language in their daily lives. The course focuses on the development of language skills, such as listening, speaking, reading, and writing, as well as the cultural context of the English language.
The second is that the more likely he is to have his own definition of a situation when designing courses, the more influence courses and programs should not push aside the physical realities of the number and nature of facilities available should greatly influence courses can generally be influenced by the role of English in the curriculum.

English is simply an additional subject in the curriculum. Although there is no single medium of instruction in one where the subjects are taught in English, and those in which the instruction is conducted with the assistance made at educational levels, a more than the role of English in the curriculum. ESP courses can be influenced by the role of English in the curriculum.

Although these experts among ESP courses in different ways:

- Pre-course
- In-course
- Post-course

School Subject

Disciplinary Base

Pre-experience

Post-experience

Simulation

Academe

Occupational

McDonald (1985; 1994) identifies some similarities among them. He claims that all ESP courses are designed for adults who have (1) a common pro-

Educational Teaching at Primary School Teacher Training
English for a period of time. For example, English for secretaries, English for the police force, or even English for secretaries of the foreign service. The curriculum of these courses is usually tailored to the specific needs of the learners, and the content is designed to meet those needs.

However, at ELT courses, the focus is generally more on language skills. These courses are geared towards preparing learners for real-life situations, such as job interviews, business meetings, or any other professional context where English is required. The content of these courses is usually more general and covers a wide range of topics, with a focus on language skills such as listening, speaking, reading, and writing.

In many situations, a subject-specific approach is not feasible. However, this does not mean that a subject-specific approach is not possible. In the case of a subject-specific approach, a subject-specific syllabus is designed to meet the specific needs of the learners in that particular field. For example, an English for Business course may focus on the language skills needed in the business world, such as writing business letters, reading reports, and giving presentations.

Aims

The aims of ELT courses are generally directed towards the specific purposes of the course. These purposes vary depending on the context, but they usually include improving language skills, increasing knowledge of the subject matter, and preparing learners for real-life situations.

Specific Purposes

...
Teaching Methods

Suggestible

Suggestible learning methods are more effective in teaching English, contrasting the traditional methods used in these two types of English courses.

These two different syllabuses imply that the methods used in the two types of English courses are not directly comparable. However, the syllabuses are described as the basis for the design of the courses. The course design of the two types of English courses is described on the basis of the syllabuses. The course design of the course is described on the basis of the syllabuses. The course design of the course is described on the basis of the syllabuses. The course design of the course is described on the basis of the syllabuses.

The second type of English course, referred to as suggestible learning methods, is considered the most desirable for English learners. Therefore, the common-core approach is considered the most desirable for English learners. However, the syllabuses are described as the basis for the design of the courses. The course design of the course is described on the basis of the syllabuses. The course design of the course is described on the basis of the syllabuses. The course design of the course is described on the basis of the syllabuses.
REFERENCES

The English teaching programme should be carried out on the basis of ESP principles. The English teacher, in this context, is probably the key figure in the teaching of English at primary and secondary schools. The teacher is responsible for planning and delivering a programme of English teaching that is appropriate to the needs of the students. This programme should be based on the following principles:

1. Needs analysis: The needs of the students should be identified and the programme should be designed to meet these needs.
2. Content and delivery: The content of the programme should be relevant to the students and the delivery should be appropriate to their level of understanding.
3. Assessment: The effectiveness of the programme should be assessed through regular testing and evaluation.
4. Continuity: The programme should be continuous and should build on previous learning.

CONCLUSION

In conclusion, the English teaching programme should be designed to meet the needs of the students. The programme should be based on a thorough understanding of the students' needs and should be delivered in a way that is appropriate to their level of understanding. The programme should be assessed regularly to ensure its effectiveness.

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ENGLISH TEACHING AT PRIMARY SCHOOL TEACHER

English should be given to students because it is an essential skill for survival in the modern world. The English language is widely used in the international community, and it is important for students to be proficient in it. The English language is also an important tool for communication, and it is essential for students to be able to communicate in English.

In ELT courses, the students are exposed to the English language in a variety of contexts. They are taught to read, write, speak, and listen in English, and they are given opportunities to practice these skills. The students are also taught to use the English language in a variety of contexts, such as in the classroom, in the workplace, and in everyday life.

In ELT courses, the students are encouraged to think critically and to develop their problem-solving skills. They are taught to use the English language as a tool for thinking and for expressing their ideas. The students are also taught to use the English language as a means of communication, and they are given opportunities to practice these skills.

In ELT courses, the students are given the opportunity to learn about the culture and history of the English-speaking world. They are taught to understand the social and cultural context of the English language, and they are given opportunities to explore the diverse cultures and traditions of the English-speaking world.
Kata kunci: Keterampilan pembacaan, cemara ramping

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10, 65 students were below 65. 10, 65 students

The research was aimed at gathering information from the

Budi Pardamo

SD Negeri 120 Tjebra Saktara

BERBASTUAN MEDIA GUNUARD ORA SISA RASA KEAS.

PENGEMUKAN TEKNIK METODE KERTAPA EMANG

BERBASTUAN KETERAMPILAN PEMPAPAN