UNIVERSIDAD AUTONOMA DEL ESTADO DE HIDALGO

INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES

THE IMPORTANCE OF AN ENGLISH FOR SPECIFIC PURPOSES SPECIALTY IN HIDALGO STATE

PROYECTO DE INVESTIGACION

QUE PARA OBTENER EL GRADO DE

LICENCIADO EN

ENSEÑANZA DE LA LENGUA INGLESA

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1. INTRODUCTION

Nowadays English language is considered international because of its importance in the Business World in the English speaking countries. If it is desired to apply for a specific job position, it is required to have a good English level. People who have this tool will have a 30% more salary than those who do not (British Council, 2007).

Recent statistics suggest that around 402 millions of people are English language native speakers and it is used for around de 1.000 millions of non-native speakers. This number will keep growing until the year 2015 and in this same year 2.000 millions of persons around the world will be learning it according to the a recently report of the British Council (2007). In a little more than one decade, 3 thousand million of persons, half of the world's population, will be learning English. It is hard to measure the consequences of this linguistic phenomenon. In few more generations, and for the first time in the history of the "homo sapiens", most of the human beings will be able to communicate using only one language.

In almost all of the regions in the world, most of the habitants speak at least Basic English; therefore, these people who speak English will be able to "survive". This is one of the most important events since the birth of language because one of the languages had reached this international expansion. It is the first time in history that a language can be considered predominant.

As world's agreement, the English language was selected as the international communication language. In fact, it is the international language for communication used in the diplomacy where the relation among countries is highly important. In 2001, a survey was made among 189 countries in the NATO about which was

going to be the language that would be used for communication among the embassies. Over 120 countries chose English (even Vietnam, the USSR countries and most Arab speaking countries), 40 selected French and 20 Spanish. This status has been gained because of the public domain, economy and military power exercised especially in the last two centuries.

In addition, any researcher or professional that wants to be updated or to have access to specific topic books needs to have English language skills to be informed of the work done in their areas because over 75% of the scientific literature is written in English (British Council, 2007). Moreover, in the media such as radio, television, and newspapers, English is mostly used. This is the reason why professionals of any discipline must have English language knowledge.

In the English language teaching field, there is a specific approach for professionals called English for Specific Purposes which considers the needs of students. After that, the language that will be used is identified and the way language its describe will designed what and how it will be taught for this reason, ESP will help professionals to cover their necessities. Nevertheless, English teachers know little about this approach; therefore in Hidalgo a Program in ESP is required.

2. FUNDAMENTS

An ESP Program needs to be created due to the needs of professionals of any discipline to communicate and update using the English language. This may allow the professionals to have the necessary tool to compete in a labor world to face its challenges. Thus, it is required to describe the 3 basic aspects that will affect the creation of this program: Social, Institutional and Disciplinary. The first one is required to know why, for what purpose and to whom the ESP program will be offered. In addition, it is important to describe the impact of the program in Hidalgo's society, especially for the English Language Teaching Professionals. For this reason, a general view of Hidalgo will be described on this documentary research.

The institutional aspect refers to the educational status that is offered by the Universidad Autónoma del Estado de Hidalgo. Describing its mission, vision and with its educational model the basis to develop successfully the ESP Program. Finally the Disciplinary aspect will describe how and why this program will be formed in order to know its function.

This research is devoted to people that are interested in the English language education of any level although especially for university level because they will teach students who will be professionals.

3. SOCIAL FACTS

According to the social needs of the BA in ELT of the Universidad Autonoma del Estado de Hidalgo, the economic situation is heterogeneous. This is because the state has the Oil Industry, clothing industry, mining, agriculture, and so on (UAEH,2006).

The current government of the of Hidalgo State has promoted the tourism field as an income source. The creation of the ESP Program may develop even more this tourism field as it will be directed to professionals of the field who might be able to guide correctly the tourists through the different tourism services and products.

One of the most important areas in the Hidalgo State is the Valle del Mezquital which in the near future will have an industrial zone that will be relevant for the economic growth of the country. Professionals of different industrial fields and different services will be located in this area which results in the need of the use of the English in specific different areas.

The Universidad Autónoma del Estado de Hidalgo is preparing itself to face different educational challenges taking as basis the previously mentioned productive activities. Offering educational models and methods that will foster a high education level that will satisfy the needs of the educated professionals.

As it can be appreciated in different fields, the growth in the social and economic areas is evident ; however, it is important to strengthen the governmental programs that had been successful. To accomplish this, it is important to count with professionals with analysis and innovation skills that will lead to an economic development and will raise the social and development indicators.

It is required that the new generations that finish their university programs have communication skills in their native and in foreign language. Most of the commercial trades are done using English; therefore, foreign businessmen use it in order to communicate. As the tourism field has had an important growth in the recent years in Hidalgo (as it is shown in the following data), the ELT professional and his/her training in ESP has relevant importance.

3.1 HIDALGO

In January 16th 1869, the President Benito Juárez made the decree to create the State of Hidalgo. Its name was in honor to the "Padre de la Patria", Don Miguel Hidalgo y Costilla, who initiated the national independence movement in 1810. Hidalgo is one of the youngest states in the Mexican Republic. After Hidalgo's State creation, only five have been created since then: Morelos, Nayarit, Baja California, Baja California Sur y Quintana Roo.

Hidalgo is located in the central part of the country. According to its size, it has the 26th place in the 32 states of the country. It possesses 20 813 kms ² of area, it shares borders with San Luis Potosí, Querétaro, Estado de México, Tlaxcala, Puebla and Veracruz.

The total population in the state is of 2 345 144 citizens, 1125 435 are men and only 1 122 356 are women. The most important cities because of their size, population and economic activity are: Pachuca, Tulancingo, Tula, Ixmiquilpan, Tepeji del Río, Real del Monte, Actopan, Huichapan, Ciudad Sahagún and Tizayuca.

3.1.1 Economic Factors

In the following sections, the economic factors of Hidalgo State will be described. This information is important because it contains the data that will justify the creation of the ESP Program. This information describes the people and the areas that have develop economically , gross domestic product, fishing and mining industry, and so forth.

According to the data obtained in 2000, the economic population represented the 46.4% of all the working population (12 years old and older), and the 45.87% had a job, and only the 0.53% was unemployed. Of the total of the working people 69.85% were men and the women represented the 30.14%.

Another important fact according to the data is that 54.12% of the economic population in Hidalgo, did not do any economic activity, because most of them were students or housewives.

3.1.2 Gross Domestic Product of Hidalgo State.

Of the total production in the country, Hidalgo contributes with only the 1.73%, in which its main force is the manufacture industry, that contributes with 67.69% of the total in the State and with the 2.71% in the national field, with 6 793 economic units.

Other important productive fields in Hidalgo are: the area 22 with the 13.48%; of the commerce fields, that together form the 7.35%; and the service areas with the 4.88%.

3.1.3 Economic and Productive Activities in Hidalgo

The agriculture is one of the most important employment sources for Hidalgo. 25.22% of the work population works in the agricultural field. Of the 2.1 millions of acres that form Hidalgo, 30 % is agricultural land, and 23 % of these have constant watering crops and the rest temporary crops. Some of the main cyclic harvest that are produced in Hidalgo are: corn, seeds, barley, beans, and oats with an annual production (2006-2007) of 604 208, 206 605, 36 276 and 119 049 tons. Vegetables are mainly produced in the fertile areas of the Valle del Mezquital such as zucchini, chilly, green beans, green tomatoes, peas, tomatoes, and the like.

3.1.3.1. Cattle Raising

The cattle raising in Hidalgo is important because of the great number of families that develop this activity and base their economy on it. In the total land surface of Hidalgo, 38% of the population does cattle raising, performing this activity in 800 000 Ha., in which 17.89% are plain fields, 39.37% is summer pasture and the 43.72% are bushes.

The main districts that breed sheep are: Mixquiahuala with the 26.64% and Huejutla with the 17.19%. The districts that breed bovine cattle for milk production are Mixquiahuala with 41.45%, Pachuca with the 31.17% and Tulancingo with the 25.45%.

The main districts that breed pigs are: Mixquiahuala, Pachuca and Tulancingo, with the 24.93, 22.38 y 15.92%, respectively. Hidalgo has a great tradition in sheep breeding that is well known around the World. The main districts that perform this activity are: Pachuca with the 44.14%, Mixquiahuala 31.84% and Tulancingo

14.30%. This kind of cattle can be found in: Apan, Tulancingo, Pachuca, Tizayuca, Actopan and Ixmiquilpan, which belong to the previously mentioned districts.

Huichapan is the main district in poultry- farming with the 59.29%, Pachuca has the 27.10% and Mixquiahuala 10.60%. The poultry-farming for egg production has as main producers the districts of: Tulancingo, Zacualtipán and Huejutla, with the 27.33, 23.88 and 21.0%, respectively.

The total meat production in Hidalgo is represented with the 51.11% in poultry-farming, 26.23% for bovine breeding and the 16.63% for pig breeding. The counties with the main tradition for farm birds are: Huichapan, Chapantongo, Nopala, Tecozautla and Zimapán, which belong to the district of Huichapan.

3.1.3.2 Forestry

The natural diversity that Hidalgo provides has produced an important variety of vegetation, such as coniferous and leafy forests in the high mountain, forests in the humid areas of the mountains and rainforest in the Huasteca.

According to the forestry census in Hidalgo, the land that can be reforested can be up to 743224 Ha., and only 2500 are reforested per year. The state has the infrastructure for plants production in more than 60 green-houses in small towns and counties. These reforestation programs are usually short termed, with limited social participation, not counting with enough resources, obsolete technology and the processes.

Hidalgo has a total of forestry land surface of 459 649, with a forests' surface of 435 546 and a rain forest of 24 103 Ha, that together represent 21.9% of the total

surface in Hidalgo. The main counties with forestall production are: Acaxochitlan with 23 470 m³, Cuautepec with 20 019m³, Huasca de Ocampo 11 469 m³ and Zacualtipan with 10 390 m³, that represent the 18.62, 15.88, 9.10 and 8.24%, respectively. These areas together represent almost the 50% of Hidalgo's total production.

According to the non-wood forest production the most important production counties are: for muscus, white mushroom which are Cuautepec with a production of 59 300 kgs. of muscus, Epazoyucan with 13 000 kgs. of hey and Singuilucan with 1,225 kgs. Of white mushroom.

3.1.3.3 Fishing

Hidalgo is a state with important fishing and aquaculture activities. It produces every year according to the 2003 census, 5 401.01 tons with a value of 88.2 millions of pesos. The main species that are captured are mojarra, tilapia, carpa, trout and charal (local fish).

3.1.4 Industrial Field
3.1.4.1 Mining

One of the oldest activities in Hidalgo is the mining which has a great tradition and is well known around the world. Hidalgo has rich metal and mineral deposits distributed in different regions of the state. It has a great surface where calcium rock can be found, and oil natural deposits that have produced important industrial development. Companies that produce lime, gravel, sand and other materials for construction business have settled in this area. The metallic minerals form the 40.02% of the total production, and the 59.97% corresponds to the non-metallic

minerals. The mining field represents only the 0.78% of the total production in Hidalgo.

3.1.4.2 Manufacture

The main activities in this field are: the manufacture of products derived of the petroleum and coal (subsector 324), that generated the 36.73% the total production in this field; the subsector of products manufacture of non-metallic minerals (327) was the 10.45%; the food industry (subsector 311) formed the 5.92% and the manufacture of the textiles and raw materials (subsector 313) had the 4.75%.

All the activities in this field represent the 67.69% of Hidalgo's total production, which employs 28% of the total population total and is located in 6 793 economic units. Due to the importance of this field in Hidalgo a description of its development is done.

3.1.4.3 Pottery Industry

This industry is mainly performed in Huasca and in some communities of Huejutla, Alfajayucan, Chapantongo and Ixmiquilpan. As an example, in Huasca's objects with red clay are mainly produced, and in Huejutla the white clay. All of the potters maintain their traditional techniques and their typical figures. They use clay as a natural raw material. After being mold with water and the modeling, they bake the pieces for developing resistance.

3.1.4.4 Craftsmanship Industry

Hidalgo is rich in customs and traditions; with a great variety of ethnic groups each one of them has very specific characteristics according to their location. Craft

possesses a particular way of popular expressions of beauty. Crafts as a native way of expression, show in their objects landscapes or everyday living moments using their imagination as their main characteristic. Hidalgo is formed by 84 municipalities, 53 have craftsmanship in a bigger or smaller scale according to the number of habitants in the community. Craftsmanship has been transmitted over generations thus the techniques and materials are ancestral.

3.1.4.5 Incrustation

The incrustation of shells in wood is a craft with great beauty and plasticity. The shell is cut into small figures that are carefully incrusted on the wood forming and endless number of artistic pieces with floral or ornithological figures. The origin of these pieces in Hidalgo was in the end of the last century and during the first years of this one. Each one of the figures that decorate the objects, are handmade and pasted on resin, after that the pieces are polished and varnished. Several kinds of objects are produced: mirrors, photography frames, crosses, and so on, However, the main attractive objects are the tiny musical instruments which are usually attractive for collectors.

The hand of the craftsman work with the cotton yarn forming different kinds of cloth, such as manta or linen. For the decoration they use flowers, imaginary animals and birds. Making one piece of cloth can last up to 6 months according to the size. Due to the variety of this kind of products, they can decorate walls, furniture, clothes, and the like.

3.1.4.6 Metal-crafts

There is great variety of products in this field and techniques as well. The silver brasses is one of the best known products. In this kind of technique the visitor can appreciate the imagination, skills and decisions to make the metals alloy. This technique can form a great variety of products, such pill-case, photoframe, etc. This technique provides decoration for offices and houses.

3.1.4.7 Ixtle

Ixtle is a 100% natural product, it is the result of processing the fibers of the maguey; a plant that belongs to a semi-deserted weather and belongs to the agave plant family. Once the fiber is obtained, it is yarned and weaved to form gloves, cooking gloves, and so on. This kind of material is well known in Europe because it eliminates death cells in the skin and improves the blood circulation, and purses can be done these objects are made by the women of the Valle del Mezquital.

3.1.4.8 Shoes Industry

This kind of work is done in different counties like Zacualtipán. There are workshops in Huejutla, San Felipe Orizatlán, Huasteca, in the mountain of Acaxochitlán, Molango and Tenango de Doria. There are also workshops where belts, gloves, jackets, covers and so forth are made.

3.1.4.9 Tombstone and Quarry Industry

Because of the abundance of quarry, easy malleable and high resistance stones can be worked easily. Of these materials, different objects are made such as metates, molcajetes and sculptural figures. Different forms and decoration can be made after the quarry is carved with a cold chisel: doors, windows, and the like.

The specialized craftsmen are located in Alfajayucan, Chapantongo, Nopala, Huichapan and Tula.

3.1.4.10 Wood Working Industry

Some specific regions in Hidalgo are richer in wood production, specially the counties of Jacala, Huejutla and Ixmiquilpan. In the Ninth area that belongs to Ixmiquilpan, small pieces of wood are worked and small pieces of shell are incrusted, craftsmen make small musical instruments, crosses, domino games, and the like.

3.1.4.11 Metal Industry

The need of the farmers for creating their own tools made them develop the required skills. Cardonal has several blacksmith shops. In Zacualtipán, the communities of Tizapan and Tlahuelompa, bells of bronze are elaborated. They have different sizes and they have a perfect sound which is well known. It is important to mention that the silver articles are mainly produced in Pachuca, Mineral del Monte and Mineral del Chico. These towns are well known for their mines and workshops where silver jewelry is made and the craftsmen create their own designs.

3.1.4.12 Textile and Embroidery Industry

This is one of the most important aircrafts in Hidalgo. These are made of yarn and soft fibers such as cotton and wool of different colors. The women of Hidalgo show in their crafts, their fantasy when creating their own designs. With these soft yarns blankets, clothes, fabrics, and other articles are made. There are specific ancestral

techniques which are used, like the one used in Valle del Mezquital: the Persian knot.

3.1.4.13 Construction

According to the economic census in 2004, this industry participated in 2003 with the 2.59 % of the total production of Hidalgo. The value of this industry in this year went up to 1, 163 millions of pesos. There are in the State 258 construction companies, 239 are micro, 7 small, 6 medium, 3 big and are 3 macro. This companies employed in a month an average of 4 149 persons (employees and workers).

3.1.4.14 Electricity

Of the total electricity generated in Hidalgo, 92.40% comes from the thermo-electrical plants and 7.59% from hydro-electrical plants. The number of electricity users on December 2007, the registration was of 395 272 electricity contracts, 88.0% corresponds to the residence service, 11.47% to the business service and 0.50% to the industry, agricultural, etc. The total value of the sales was 2 161 millions of pesos. Therefore, this field had a total of 2 061 of employees (administrative, technicians, and operative personnel) with salaries up to 402 millions on December 2006.

3.1.5 Services

3.1.5.1 Commerce

There are two main branches: sector 43, that refers to the main sale commerce with a contribution of 2.39% and the sector 46, with low sale, with a participation of 4.96% of the total production in the state. Together, these two sectors form the 7.36% of the total in the state. The economic units of the commerce sectors in the state 2003 went up to 1604 main sale establishments and 31 906 establishments for low-sales employing a total of 77 314 persons. These sectors form the 53.52% of establishments in Hidalgo and the 33.48% of the employed people.

The most important subsector because of the number of people it employs, is the one of the edible products, drinks and tobacco commerce in low scale, employing 36.98% of the people in sectors (43 and 46).

The commerce trade is mainly practiced in urban areas such as Pachuca, Tulancingo, Actopan, Huejutla and Tula. The commerce and trade centers in Hidalgo are numerous and small in size, trading specially food, drinks and tobacco with a high participation of employees.

3.1.5.2 Services

Regarding the total gross production in the state, the most important sectors are: sector 72, temporary lodging and food-drinks preparation; sector 81, other services except government activities; sector 56, services for business support and wastes handling and solution services, and sector 61, educative services; with a participation of 1.21, 0.88, 0.77 y 0.73%, respectively. The 10 service sectors form the state's 4.87% GDP.

The number of establishments that provide some kind of service has 19 502 economic units, that represent the 31.14% of the total in Hidalgo. The main sectors according to the number of people they employ are: sector 81, other services except government services, sector 72, temporary lodging and food-drinks preparation. The number of people they employ represents the 52.78% and is the state's 13.64%.

Sector 81 includes repairing workshops and maintenance; personal service establishments as beauty salons, laundries, dry-clean, and the like; associations and organizations. Sector 72 includes services for temporary lodging as hotels, motels, camping lots, restaurants, bars, and so on.

3.1.5.3 Tourism

Hidalgo has a very important historic, cultural and natural patrimony that is interesting for tourists. This generates economic development and creates jobs in the service sectors. Hidalgo offers a great variety of interesting sites such as the archeological area of the Tula Giants, or eco-touristic experiences in its national parks, zoos, museums, guided tours to the mines and the gastronomy. One of the most visited sites is Mineral del Monte for its mountains and climbing, dams and rivers for fishing, valleys for camping, and its forests.

Huasca de Ocampo is famous for its Haciendas, such as San Miguel and Santa Ma. Regla, for its dams: La Cruz, San Miguel and San Antonio, the Basaltic Prisms, and the Hacienda of San Juan Hueyapan. Tula is well known for its archeological Zone with guided tours in the museums, the thermal water pools La Cantera and the ex-convent San José. Actopan and Ixmiquilpan have many

thermal water pools: Cerro Verde, Los Gigantes Monolitos, the ex-convents of San Nicolás Tolentino and San Miguel Arcángel.

The Haciendas Route has highly attractive places to visit: Tecocomulco lagoon, the Exconvento of San Francisco, the archeology site Xihuingo, Ex hacienda Tultengo, Ex hacienda San Jerónimo, Ex hacienda Santa Cruz, Hacienda San Bartolomé Los Tepetates, for artcrafts and guided tours to the pulque producing haciendas.

 All the above explains why Hidalgo has much national and international tourism. The main sites that are visited by foreigner visitors are: archeology sites, monuments and museums According to the Tourism main Office in the State, 2004 Hidalgo had 13,413 foreign visitors which mainly visited the archeology sites.

Fig. 3.1 Visitors to archeology zones, historic monuments and museums, Hidalgo. 2004

VISITORS	ARCHEOLOGICAL ZONES	HISTORIC MONUMENTS	MUSEUMS
TOTAL	**229,055**	**14,999**	**65,096**
NATIONALVISITORS	216,299	14,831	64,589
FOREIGN VISITORS	12,756	168	507

SOURCE: Tourism Main Office, Hidalgo.

Hidalgo's hotel infrastructure has 242 establishments for temporary lodging, classified in different categories. The most common are 3 and 2 stars with a total of 13 150 employed persons.

Regarding establishments for food-drink preparation, the state has 864 economic units, classified as follows: 612 restaurants-bar, 32 cafeterias, 45 discotheques and 175 bares, with 11 106 employed people.

Hidalgo has a great diversity in thermal-water pools. It has a total of 65 establishments of this type. 35 of these pools have thermal water and 30 are non-thermal water. The most important of these establishments are: Los Arcos, Centro Vacacional Ajacuba and the Las Lumbreras, the Ajacuba community; Santa María Amajac in Atotonilco el Grande; Grutas of Tolantongo en el Cardonal; El Tephé, Diversiones Acuáticas Te-Pathé and Dios Padre, en Ixmiquilpan; El Tzindejeh en Tasquillo; y El Geiser, La Cruz, La Fuente y El Arenal, in Tecozautla community. Finally, the most important non-thermal water pools are: Valparaíso and Albatros, in Tizayuca; and La Cantera in Tula de Allende.

3.1.6 Finance Sector

Hidalgo has 89 establishments for banks, 28 belong to Banamex, 25 to BBVA-Bancomer, 14 to HSBC, 9 to Santander-Serfin, 7 to Banorte, 4 to Santander Mexicano and 3 to Scotiabank-Inverlat. According to the number of establishments, Pachuca has the best cover because 30.33% of this service is located in this city.

3.1.6.1 Total of the Total employed Population by sector, sectorial, employed, not employed and not specified

The economically active population represents the 46.04% of the population of 12 years and over. The population employed by sector is distributed in the following way: 25.22% is occupied in the primary sector, 28.72% in the secondary, 44.06% in the third and the 1.98% of the employed population did not specified the sector.

3.1.6.2 Population's income.

According to the 2000 census, the Hidalgo's population income is distributed in the following way: 12.74% of the unemployed people does not receive an income, 20.88% earns less than the basic salary, 31.63% earns 1 up to 2, 22.93% more than 2 up to 5, 5.14% more than 5 up to 10 and only 2.01% earns more than 10 basic salary units, 4.64% of the population did not specified their income. This data shows there is no social equality, and the low salaries that are received by most of the population, 50% survives with less than 2 basic salaries and 2.01% earns more than 10 of these units.

4. INSTITUTIONAL ASPECT

The UAEH is well known around the world for:

- Its educational model based on the social acceptance of its graduated students with general values and ideals, with capacities, enterprising attitudes, creative, critical and environmentally-friendly, and with a cultural diversity that leads to competitiveness. This is because the students are educated in educational programs linked among levels, accredited, with one academic sustain and colleague teachers' work.

- The scientific elaboration of its academic parts are inspected by the international scientific work in different research areas. Together researchers work on generation, appliance and knowledge innovation. This is done in quality standards that bring solutions to disciplinary and social problems. Students join to the analysis tasks and to the theoretical and practical problem solutions. Students join the CONACYT's National and International research census.

- Preserving, incrementing and proving the advances in programs and the products that this University generates to the scientific-technology, humanistic and artistic fields in order to contribute to the students education and social contribution.

- The connection among the University activities with society, productive and service sectors by continuous training, social service,

and guided students' practice considered in the syllabus. Students and teachers can apply for national and international training. Also for its cooperation and data transfer of research results and academic products.

- The academia-administrative management through the government's strategic procedures, education and control oriented to results for the users' satisfaction. The users are supported by the new information and communication technology based on a systemic scope and on the legal basis. All the above guaranties the efficient administration of resources.

- Maintaining in the constant planning and evaluation, done among colleagues based in congruent and appropriate norms.

4.1 Mission

The mission of the UAEH is to provide high school and university degree education, to do research, create and diffuse culture, sports, science, technology, link the activities with society and production fields, using accredited educative programs related to research programs that will benefit the region, national and international development (www.uaeh.edu.mx).

4.2 UAEH's Educational Model

This model has been designed to restructure the educative programs with the learning-teaching scope. It is centered in the student and in the competences

development in a holistic and complete manner that can be certified. The committees that form the Institutional Academies supervise the work committees.

The offered education has as a main objective to cover all the constant normative development manners and a high quality academic development. A corporative image will lead to strategic alliances that will produce a constant investments impact.

In order to accomplish these objectives and conditions, a structure is required that explains clearly all the concepts of evaluation and the educative work with all the involved actors, the values that guides them, the thesis and educative philosophy, the policy, norms and resources required. The concepts constitute the Educational Model that will lead to the ideas transformation in a specific time, manner, form and media for its development.

The basis of an institution works as the ideological philosophy and as inspiration source for an academic freedom. The historic roots are reference for knowledge, plans and academia programs to be versatile and provide a polyvalent and updated education.

Recently, universities translate these concepts in scientific, humanistic and technological knowledge that will affect the learning spheres, but with a social and values vision.

The dimensional concept of Educational Model is directed by norms. It must adopt a unifying norm as a basis for the complex process of educating and being educated. Pedagogy joins in a whole several aspects linked among them, starting

in the philosophy up to technical instructional matters. It directs the different curriculums, forms and acceptations that form the academic programs, particular aspects of the students, the roles of the teachers and the space for education: real or virtual.

One of the contributions of the Educational Model with most impact is related to the Teaching functions, research, culture diffusing and the academic programs elements linkage. The teacher must contribute with a vision of integration leading to a better connection among the different levels of the institution.

The concept of Academic Program refers to the structures, processes and procedures that articulated the concepts for the Syllabus. It also includes the confrontation and characterization of the human resources, materials, organizational-technological and legal resources for the program to be accomplished. The components include topics related to studies, factibility and tendencies, different knowledge fields, relations among levels, learning environments, evaluation methods, learning environment, teachers' characteristics, the application and interpretation of rules and the planning administration.

The Sociological Scope is the unifying axis of university community, also known as learning community. It must be a clear expression of the institution's will in order to benefit the interaction and cooperation in and out of the University. It also provides a safe environment for social interaction among groups and leaders.

The sociological function is mainly oriented to determine the educational goals. Pedagogy is related with the media selection, and sociology, as a science of social institutions, helps to guide and understand the pedagogic strategies according to

the social group. The UAEH legislation refers to the required needs for the vision and mission in order to transform the statement into a fact, in the plan and programs of the academic and administrative units.

In order to apply the Educational Model, all the work of the different areas of the institution must be oriented, by cooperation and with a social and solidary scene. Therefore, the Model can be applied in a responsible manner. It is important to unify all the university's activities that can be analyzed in 3 branches: the first is related to the usual work that maintains the normal operation in the institution always being based in the continuous improvement, without dramatic transformations. The second refers to plan and programs oriented to innovation and change in order to transform the lacks and mistakes. And the third, in this scope refers to evolving processes derived from the institutional systems, and is oriented to the applicability of the model.

5. DISCIPLINARY ASPECT

In order to understand the relevance of the creation of the ESP Program, it is important to know the history of the English Language and a short description of this topic is described. It is also important to emphasize the methodology that is followed in the ELT in order to relate it to the ESP Program.

5.1 The History of English Language

The English Language emerged in the British Isles, among the Germanic Tribes, located where Germany is located nowadays. This happen in the year 449 A.C, the king of the British Isles, asked for help to the Germanic Tribes, the Angles, the Saxons and the Jutes, in order to be freed from Mexico. This is how these tribes settled in the British Isles and led to the Anglo-Saxon language that is known today as English Language. This nation since it was very young was responsible for spreading English all around the world by its colonization (Franco, 2009).

The English Language that initially was spoken, emerged, at the end of the XVI Century and at the beginning of the XVII Century.

The English Language importance is the result of two important nations in the world that speak it and have it as a mother tongue: UK and USA, for long ago. UK was the first one with its colonization and then USA with its intervention in the First World War imposing the English language (Franco, 2009).

5.2 English Speaking Countries.

The countries where the English Language is considered as native and as second language are:

a) <u>Native Language</u>: UK and USA.

b) <u>Official Language</u>: Australia, Bahamas, Barbados, Fiji, Belize, Botswana, Dominica, Ghana, Gambia, Gibraltar (UK.), Guam (USA), Guyana, Caiman Islands (UK), Bermudas (UK), Malvinas Islands (UK), Monserrat Island (UK.), Pitcairn Island (UK), Santa Elena Islands (UK), Tristan da Acuna (UK.), Virgins Islands (USA and UK), Salomon Islands, Jamaica, Lesotho, Liberia, Malawi, North Marianas (USA), Malta, Mauricio, Nauru, Nigeria, Papua New Guinea, American Samoa , Santa Lucia, Saint Kitts and Nevis, Sierra Leona, Swazilandia, Trinidad and Tobago, Granada, Saint Vicente and the Granadinas, Uganda, Zambia y Zimbabwe.

c) Co-official language: Bangladesh, Brunei, Canada, South African Republic, Ireland, Israel, Kenai, Kiribati, Cameroon, Egypt, Namibia, New Zeeland, Chagos, Diego Garcia, Marshall Islands (USA.), India, Lebanon, Malaysia, Myanmar (Birmania), Philippines, Pakistan, Puerto Rico (USA.), Seychelles, Sri Lanka (Ceilan), Singapore, Tanzania, Tokelau and Tonga.

d) Minority: Costa Rica, Guinea Equatorial, Delta Amacuro and Bolívar (Venezuela), Honduras, Hong Kong (China), Malaysia, México, Panamá, Para (Brazil), Samoa, Surinam, Tuvalu etc.

(Taken from: www.wikipedia.com:2009)

5.3. English Language Teaching (ELT)

English Language has as purpose to development that communicative functions (the system of the language), the techniques and the material for reading, and the development of skills that will enable the professionals to gather information in their professional activities (Perez, 2008).

The learning of the English Language must be seen as a continuous educative process for students and teachers. It must be considered as a discipline that will answer to the professionals general objectives and it must be formed by two dimensions which are dialectic but related at the same time. The first dimension corresponds to the object of study by a discipline that establishes the linguistic and motivational basis. In this dimension knowledge and skills are developed.

The second dimension is used as an instrument for studying and work. This dimension is responsible for the knowledge consolidation and the development of skills in a productive and real scientific research (Pérez, 2008).

Thus, it can be said that learning English is a real need. The international treaties led to commerce internationalization. Globalization and the information-technology research make the English language a required tool in order to face different challenges. After analyzing this context, diverse Universities have incorporated in their syllabus the teaching English which will lead to better job opportunities and a chance for the English Teacher professional career development (Vera, 2006).

People who are interested in this topic registered in English courses or in methodology development courses. Nevertheless, the most important factor in this innovation and adapting process are the students, who have shown that they are

not ready for these changes. Unfortunately only a few students appreciate the effort their teachers do to spread Shakespeare's language. Learning English as any other discipline is an individual task. There is no magic trick or luck that will make the student learn a new language. It is very important to acknowledge the work that many teachers do in order to make an easy, warm and motivational learning environment. Motivation is one of the most important factors in the teaching-learning process of the English language, especially in university students (Santisteban, 2008).

It is important to mention that the learning process must come from a motivational source. Referring to university students, it is important to analyze who this component will be important to, in other words, why it is necessary and how it will be used in a professional life. It is supposed that the teacher needs to motivate the students or to make them understand the importance of learning the English Language. Even though, referring to the teaching-learning process, every actor must cooperate in order to reach objectives. Many of the students believe that this task is only the teacher's responsibility, being this one responsibility of the students'. It is important to promote the learning processes over the teaching ones. This means that the students must understand that they have a relevant role and responsibility. Nowadays, the educational systems around the world foster the implementation of teaching-learning processes based on constructivists' theories (Vera, 2006).

5.4 English Teaching Methods: Grammatical Scope

Some of the English Teaching Methods will be described according to Pantoja (2007). These can be useful for some specific areas of the ESP Program.

5.4.1 Grammar Translation Method

This method is mainly based on the reading and writing skills, teaching grammar rules and their use. Several sentences without connection among them or out of a context are shown to explain the grammar use. It is expected since the beginning that the student will not commit mistakes in their translations.

The important characteristics of this method are described below.

1. Grammar is studied through a detailed analysis in order to understand target language and needs morphology and syntax.
2. Reading and writing are emphasized
3. Translations of a vocabulary and grammatical rules are presented in the native language.
4. Learners have the capacity to understand text in a basic English level.
5. Students can learn grammar by deducting the rules for the learners to understand the target learners language their mother tongue is used as a medium of instruction

5.4.2 Audiolingual Method

This methods is closely related to structural linguistics and contrast analyzing the linguistics. The Pedagogy is oriented by the behaviorist theory, this method emphasizes the oral skills. Listening and speaking are more important than reading and writing. There is almost no creative language.

The audiolingual method is based mainly on drills such as repetition, replacement, restatement, completion, transposition, expansion, contradiction, transformation, integration, rejoinder, restoration.

5.4.3 Competency – Based Language Teaching.

The goal of this approach make uses of competencies in which a descriptions of skills, knowledge attitudes and behaviors of a certain real world taskare provided. is to the students is to foster learners' autonomy. Its main concern is to contextualize language, that is, to make the students realize about the function of communication. This approach mostly uses task in which the outcomes are known by the learner and the teacher.

5.4.5 Direct Method

This method was initiated in France and Germany and it was widely known in the United States as the Berlitz Method regarding its principals and procedures it is found that everyday vocabulary sentences are thought which makes this method different from the Translation method is that lessons are conducted exclusively in the target language. Therefore, grammar is thought inductively and the use of correct pronunciation and grammar are emphasized.

5.4.6 English Teaching Methods: Communicative

Chomsky introduces the concept of "linguistic device", and calls it Language Acquisition Device, LAD. Chomsky in his book "Reflections about the Language", questions Skinner's Theory and indirectly the Behaviorist Theory in languages teaching. He emphasizes that the language is not done, but developed. This happens as a result of the way of we are organized when we are placed in a "proper external environment" (Chomsky, 1977).

Halliday sustains in his book" Language Structure and Language Function", that the more capacity to relate the grammar to the context and behavior, the more the elements of the language that interact will be understood". This is the basic idea of Wilkins which is used to support the notional-functional syllabus as a structure for the input in the classroom (Halliday, 1972).

Wilkins is concerned on helping the students to solve their specific communication needs by the input. In the design of learning programs, the input will be organized in groups of conceptual categories: semantic-grammatical (time, amount, space, material) and communicative function categories (mode, moral-discipline evaluation, convincing, argumentation, formulate good questions, interpersonal relationships). The notional programs usually contain topics on how to accept-reject invitations, ask for information, and so forth.

5.5 ESP

Hymes introduced in the 60's the term for communicative competent having a great acceptance by teachers, researchers and people interested in languages learning. (Canale, 1983, p.2). Especially in the Pedagogy field, the learning of a

second language is interested in the use of the language for communication avoiding the grammar rules. This approach emphasizes the functional potential and the communicative language. It also makes an important difference between knowing the rules (formal) and the ability to use this knowledge under specific circumstances (pragmatic).

Widdowson (1979), in his article: "The Teaching of Rhetoric to Students of Science and Technology" states that in Chomsky's terms, the correct development of a language opposed to the competent is considered a residual category and it is irregular. Using the language is part of the competence because it possesses systematic organization and is part of the knowledge that a speaker has of a language. This knowledge has been nominated as speaking acts by Searle; semantic acts by Lyons and rhetoric acts by Widdowson.

These authors sustain that the use rules are rhetoric rules that determine the accuracy of the sentence according to a specific situation. For this reason Widdowson defines the scientific speech as a set of rhetoric acts: instructions, classifications, and examples related among them and having communicative functions determined by society. Swales (1990), who supports this idea, states the previous knowledge stores in diagrams, interprets facts and concepts (ideas diagrams), but also evokes interactive procedures (interpersonal diagrams). Swales concludes stating that the procedures, routines (Widdowson, 1974:84) or frames (Van Dijk, 1976) coming from the previous texts determine, interpret and form similar types of speeches; evoking cognitive diagrams lead these two tasks.

Related to the information above, Swales states the need of teaching the communicative aspect of a language for non-native speakers for academic purposes. This author and Widdowson (1979) and Trimble (1990) propose the rhetoric teaching because students already know the proper procedure and methodology and they only need to learn how to use in context these procedures and methodologies. His methodology suggests integrating the formal knowledge of the language with the concrete use in order to facilitate the interpretation speech composition for academic purposes.

If the topics of the contents are not updated and not related to the previous knowledge, they are not interesting for the students. The skills development is reduced just to listen and write. The students lack of research methodology skills affect their academic life. This is the reason why the Foreign Languages Departments have as a main goal to develop communicative, linguistic and research skills, enabling the student to have a broader vision of society, culture, science and technology (Disanti, 2002).

The teaching-learning process of English is a scenery of many and rapid changes. In the teaching context the strategies require special attention, the education strategy has a special meaning; it is the accomplishment of proper actions monitored by the language discipline where students, teachers and administrative personnel evolve (Disanti, 2002).

Humans are always trying to satisfy their needs, to comprehend and to communicate. For doing all these, linguistic and extra linguistic signs are used because they provide meaning when used in social contexts. Society determines

and selects these signs to form meaning systems in order to provide communication among its members.

Science also uses these communication processes and transforms normal language into technical language inspired by discoveries, criteria and methodologies. The technical-scientific language is a meaning system formed by concepts and a group of specific knowledge. Language must be studied in content and in its form.

Research and teaching in ESP is based in a theoretical linguistic model which describes different levels of analysis: the formal level of a language and the concrete speech level. It is in the concrete speech level where communicative or rhetoric functions are analyzed in specific situations, (Austin, 1962; Searle, 1969) as interactive functions participating in a syntactic hierarchical structure. (Sin Clair & Coulthard, 1975).

Traditionally English has been considered for specific uses such as registraters (Halliday, 1979). These studies are characterized for determining frequencies in formal categories distribution being named "scientific English", "legal English", and so forth which unifies the contents in the variation of the communicative purpose (Swales, 1990, p.3). These language varieties that are called registers, only consider the knowledge that the speakers have of the language, but do not consider the knowledge of the communicative functions of the language. Widdowson (1979), Trimble (1990), and Robinson (1991) state that the special uses in language for communicative functions appear in the scientific documents,

research articles and books and they should be considered as universal communication.

In any language trying to be expressed verbally, there is always a specific element of scientific language or universal act. All of these elements are part of cognitive and methodological processes in science. Widdowson (1979:24) defines ESP as "the concepts development, methods or procedures that define the discipline forming a speech universe that belongs in a context". Scientific English does not belong to only one type of text, but it belongs to a speech type, a way of using the English language to develop universal matters related to science.

The interest of the professionals working with ESP has raised recently by doing research about speech(Sin Clair & Coulthard, 1975; Widdowson, 1979, 1984; Swales, 1990; Trimble, 1990; Robinson, 1991; de la Peña, 1993). This phenomenon was produced by the increased number of people doing scientific research and by the need of facilitating the researches that do not speak this language, the linguistics and the rhetorical and organizational elements. This is an analysis that has a great potential. It is the study of the relationship among the speech, text relation analysis (Swales, 1990), conversation about compositions (Johns, 1993) diagrams of cognitive models (Widdowson 1984; Brown and Yule, 1991; Esperet, 1986) that will determine the reading and writing as a continuous process. ESP researchers have the opportunity to develop an area that will make a multidisciplinary contribution in order to find answers to problems related the English as a second language.

5.5.1 Types of ESP

In the book "English for Specific Purposes", the authors Mario Castillo, Dolores Corona and Josefina Peña (1997, pp. 25 – 50) define it as a design for the English Language Teaching for specific purposes, having programs with specific and easy to identify goals, divided in 2 groups: English for Professional Purposes(EPP) and English for Academic Purposes EAP. EPP is devoted to graduated people that work and need to show improvement in their areas. These people take intensive and short courses because of their work schedules. EAP is designed for university students that are not qualified or lack of professional experience and need the language to improve their studies and future professional life.

The ESP courses have limited objectives, having as main characteristics: carefully vocabulary selection, specific grammar, communicative functions and activities with specific purposes for a reduced number of students.

5.5.2 Elements of an ESP program

In order to a teacher be able to design an ESP course, it is necessary to have enough theoretical knowledge about needs analysis and syllabus design.

5.5.2.1 Needs Analysis

The analysis of needs is an activity that is part of the syllabus design that links the objectives with the content selection of the program. It is related to the learning needs and it is the understanding of how much knowledge a student has and how much he/she will have at the end of the course.

In this stage it is important to analyze the syllabus theoretical frame that will be related to 4 main elements: objectives, contents, methodology and evaluation. In the language teaching field, the needs analysis is the stage where the syllabus

design is consolidated, being the communicative approaches essential elements, such as the ones developed by Munby (1978) and Richterich (1985).

According to Richterich (1985), the objective needs come from social, cultural and educational aspects of the student. It also refers to the level of competence of the language that will be studied and the use and the objectives for learning the language. This needs analysis is oriented by the learning process and it is done by an expert the field without the teachers' or students' part.

The subjective needs are related to the personal (emotional/cognitive) learning factors of the students group being each member analyzed individually. The analysis is done by the people related to the process, that is, teachers and students during the course development. This subjective needs analysis is not only for the syllabus centered the student, but the individual learning autonomy by introducing cognitive and metacognitive strategies.

For pedagogy, in the foreign language learning process one of the models with more diffusion is the objectives needs analysis. Taken from a study of communicative situations where the group was required to communicate effectively, the following units of the program were taken:

1. Speaking acts, linguistic notions and functions that the students will have to perform.

2. Social roles to perform

3. The kinds of texts to be used

4. The topics that the students will be able to communicate (reading, writing, speaking, etc)

5. The linguistic forms and structures and the vocabulary they will need.

This model has had a great influence on Europe since different versions have appeared (English, French, Spanish, German, etc.). It has inspired the teaching programs development and manuals publishing. It also has had impact on the exams concept and design, and on the teachers training. This model has influenced in a positive way the ESP programs and courses.

Nowadays the psychological and pedagogical theories that support the learning based on the student have claimed for the subjective needs analysis as a complement of the objective needs analysis. Through different techniques and procedures some of the activities are centered on the deep analysis of these needs and on the objectives and contents negotiation. For the approaches that focus on tasks, the initial step is based on the objective and subjective needs analysis.

5.5.2.2 Syllabus Design

In order to elaborate or re-structure a syllabus for any level or degree a proper methodology is required. This does not mean that a list of topics that are interesting for students is going to be made, it is to order materials and subjects oriented and directed for professionals that requires to be educated. The main element of the education is the proper planning of the syllabus. The syllabus changes the education into a systemic way. (Barros, 2007) Syllabus has been defined as

> "…all the experiences, activities, materials, teaching methods and other tools used or planned by the teacher in order to reach educative goals" (UNESCO, 1958).

Within the syllabus design factors, the following are found

Demand high standard levels in the design, performing, evaluation and continuous improvement.

1. Have standards and indicators

2. Have control on the education orientation

It is a concept model that orients human actions to a specific goal. It is a philosophy expressed in statements that guide and direct a group, educative community or university that assumes it and makes it part of their education. The idealism is expressed in the mission.

1. Presentation (brief history or antecedents)

2. Shield and motto (logo can be used)

3. Education basis

4. Objectives of the institution.

a) General Objectives

b) Specific Objectives

5. Members' profile

5.5.2.2.1 Elements for Syllabus Design

In the following sections the characteristics a Syllabus Design must have will be explained such as the antecedents, students demand and so forth. These are essential to develop and ESP Program.

5.5.2.2.2 Syllabus Characteristics

The characteristics of the syllabus can be used in the ESP program. According to Disanti (2009), When designing a curriculum there are 15 main elements to be taken into account: a) antecedents; b) initial diagnostic; c) macro-context analysis; d) mission; f) key factors; g) strategic action units (sau); h) strategic directions; i) vision; j) graduated professional problems; k) profession object or education object; l) action manners; m) general objectives; n) education general objective; ñ) instruction general objectives.

a. Antecedents

Knowing the antecedents is useful for the historical development of the ESP program and for its presentation to the UAEH, to the country and other countries. Antecedents will emphasize the most transcendent events, for instances students´ achievements and deficiencies. And relate it to the students' educational process. Another important aspect is to know how the ESP Program has developed so far.

b. Initial Diagnostic.

The initial diagnostic includes all the related studies to the conditions, policy, social and economic needs that professional's have in their context. It takes into consideration the recent development conditions of the economy where the professional will work, the teaching conditions of the institution, and the material and human resources available.

 c. Macro-context Analysis:

There are four actions in the Macro-context that have to be done:

 a)   Identify which environmental macro-level factors will affect the ESP program

b) Analyze the level and the origin of the influence.

c) Do predictions of the implications of the ESP Program

d) Macro-context is a group of conditions: economic, policy, social, cultural, demographic, legal, and technological. The methodology proposes to divide the macro-context analysis in categories in order to make it concrete and profound, being independent among them, but related at the same time.

(Fernandez, 2005)

It is very important to make a good analysis of the macro-context outcomes because it must integrate all the categories considered in the local, regional, national and international scopes.

The internal environment of an institution where the academic program will take place is the context where it will be performed. It is important to analyze resources and capacities, identify the strengths of the organization in order to have the best strategies when facing any inconvenient. Strengths are the capacities of the institution that will guarantee the goals accomplishment. The weaknesses must be considered as lacks, a failure or an internal limitation (Callejas, 2005).

d. Mission

Is the main objective in the organization and expresses the reason of their everyday work. It is the reason of the organization, and answers to the question: Why does this organization exist? Applied to the ESP Program it supports its creation

e. Implicated Groups

They refer to the person or group of people, organizations, etc. that are internal and external in the organization, and are related to the mission accomplishment.

The interested people are one group that not necessarily coincides with the implicated people.

f. Key Factors.

These are the events, incidents or phenomenon (natural, legal, ethic, technological, economic, or socio-political) that may happen in the following years and may affect in a positive or negative way without being provoked or created.

g. Strategic Action Units (SAU)

These are the set of activities that the organization must do (main program) in order to accomplish the mission. They must be present, impact and be transcendental. It requires a deep study to make it happen

h. Strategic Directions

Strategic Directions are groups with strategic aspects that must be considered in all SAU and will be studied as a specific area. They do not necessarily have to correspond to organization structure, but may match in some aspects.

i. Vision

The Vision describes what is desired in the organization or program in the future. It expresses the minimum of what will be accepted in the program or organization in the following years.

j. Professional or education problems of the graduated student

It is defined as the "set of demands and situations related to the work object that is required for the professional action." This guarantees that all the skills and

knowledge system in the education plan will educate professionals to face challenges effectively.

When the Academic Programs do not necessarily relate to the objective of the professional activity, the problem is in the object of study as a situation and in the student as a need.

k. Profession's Objective or Educational Objective

The profession´s objective refers to the professional problems that the students will face as part of their jobs. The correct analysis of these problems will let determine clearly the profession´s objective. Educational Objectives for some syllabus programs are formed by the work objective where work problems take place, and how the graduated student should act in order to solve them.

l. Acting Manners

Acting manner is the process where the graduated student acts on the work objective. It refers to the procedures, methods and instruments to be used. The Educational Objective in a profession has essential aspects called action fields. In the academic programs this correspond to obligatory and specific areas, but in the Acting Manners is a work object. The professional profiles are specific knowledge fields that group similar acting manners.

m. General Objectives

The objective is the pedagogical model established in the syllabus being related to social field. It is the purpose and the inspiration of the teaching-learning process of the program that is being confirmed by the acting manners, thinking and feeling of the future professional environment. It is determined by the problems that exist in

the profession objective or education problems to be faced. The objective is the main category of the learning-teaching process. It is one of those main elements in order to determine content, the learning-teaching methods, the styles and media for learning and the learning evaluation.

n. General educative objectives

These kinds of objectives are directed in order to achieve important transformations in the students' personality, such as convictions, values, capacities, etc. This kind of objectives can be elaborated having the following qualities: ethic, esthetic, philosophic, policy, and cognitive development.

o. General Instructional Objectives

These objectives are directed for the students' domain of the syllabus content and state the characteristic a student must have in order to solve problems of the profession´s or educational objectives. In the instruction objectives writing, the skills a student must have in order to solve problems and how to reach this goal are indicated. These objectives are formed by two elements, the skills and the knowledge. The skill is the main element and the nucleus of the objective. The creation of these kinds of objectives depends on the indication of the most general problem that will lead to each pre-established action/academic field. The objective of formation or education will be stated in these objectives as well, being the objective and the purpose directed to the problem solution including the acting manners. The most general objective of the program and the previously mentioned objectives constitute the general instructional objectives.

The general objectives work as a referent to the rest of the element of the syllabus design: the objectives to be covered in annual terms, the subjects content, the directors' programs, etc. The general objectives must be considered as a system that integrates the Instructive General Objectives and General Educational Objectives.

The systemic concept of the disciplines lead to an internal order of the logic units or the sub-systems (subjects, topics, classes), where the student consolidates skills gradually and is ruled by all the objectives. This concept of syllabus design, which takes as a basis the objectives in each level where the skills match with the levels, indicates that the knowledge is more important than the skills.

An important aspect for the skills design is to understand that there are main ones that correspond to the action fields and must be design first. This is because they form the main structure of the program. Just as the main subjects in the lesson plan the other disciples or subjects must be ordered according to importance or use.

A general tendency in lesson planning is the subjects and main disciplines reduction. Another characteristic of the main subjects is that the tasks that are developed have a multidisciplinary scope in order to integrate in one course or semester all or most of the disciplines (Callejas, 2005).

6. CONCLUSION

This document research led to the demonstration of the importance of the ESP Program for the graduated students of the B.A. in English Language Teaching through the analysis of different sources of data. Part of the data collected was taken from recent statistics from: the Instituto Nacional de Estadística y Geografía (INEGI); Federal and Local Government, different government institutions for Tourism (Secretarias de Turismo), Roads and Communication (Comunicaciones y Transportes), Instituto Estatal Electoral, among several other important institutions for the Mexican Government; English Language Teaching Theories and literature about ESP.

The information and data from INEGI were taken from: Federal Office for statistics of population and demography, maps consulting, population and living census in the years 1990-2000 and the Economy Census in 2004. The Annual Statistics book from Hidalgo of 2007-2008 was used, as well as the Estado de Mexico's data were Hidalgos' economic and social aspects are described.

Another source was an Encyclopedia from the Estado de Mexico in order to analyze another perspective of the economic and social life of Hidalgo. The Sectretaria de Turismo (Tourism Federal Office) was an important element because this activity is essential in Hidalgo and it generates an important income for the economy. There are many English speaking tourists and most of them do not speak Spanish, therefore the ESP Program will help to fulfill the English requirements of the tourism professionals having impact in the offered services.

The importance of creating the ESP Program in Hidalgo is relevant because of the professional demands and because there is not a similar program in the state, and the UAEH will be the first one to offer this educational alternative.

As mentioned before, the social factor is an important reason for the creation of the ESP Program that will impact the economic aspect in Hidalgo. The ESP Program will affect different fields: labor, industrial, economic and tourism. Therefore, the professionals that will receive the benefit of this ESP Program will be: accountants, Analysts, economists, lawyers, different kinds of Engineers, and so forth. These professionals may apply the knowledge obtained when reading the materials and manuals they consult and require for their daily activities.

Some of the main characteristics of the UAEH are the improvement and updating of its educative plans. This can be read in the Mission, this is because it is expected that the students diffuse their knowledge and as the university develop their own programs this will have an impact in the regional, national and international growth.

The ESP Program will benefit the UAEH and the society in general. The Educational Model of this University has a constructivist approach in the learning-teaching process. It will form professionals that will be able to compete for better working opportunities because the syllabus has been carefully designed in order to fulfill the requirement of the society leading these ideals to all working fields.

It is important to understand that education is a social and historical where the human is a constructor and creator of his own education. The man has developed a syllabus considering the human as a social actor (individual-society) dealing with

a historic paradigm clarifying that education is a social issue. It is also stated that the members have different roles starting in the social practice and enriched by the human subjectivity. Education is the basis for production and the creation of the social wealth (science, technology, art, philosophy). It is also the basis for the sustained human development, for the stability and the social forces co-relationship in the culture, production, and educative practice as the whole for the student's education. The teaching of the contents of this ESP specialty could be based on the competency-based language teaching approach because this approach allows learners to work with real world task.

To conclude, it can be stated that the best ESP is the one oriented to the professional areas because EPP is usually useful for professionals that work and have limited time to improve their education due to their work schedules.

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