



Universidad Hispanoamericana

Education Faculty

Bilingual Preschool Education

THE LESCO SIGN LANGUAGE THAT DEVELOPS THE SOFT
SKILLS IN THE INCLUSIVE EDUCATION AT SAINT JOSEPH
SCHOOL, MORAVIA DURING THE FIRST SEMESTER OF 2022

By:

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San José, Costa Rica

2022

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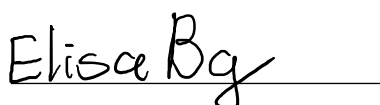
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I dedicate this thesis to my family, whose love and support during all these years has inspired me to never give up and give the extra mile in every single project of life and dreams. All of them, from my mom, dad, sister, to my grandparents and the ones who are no longer with me; their motivation and determination to overcome challenges and obstacles in life, have been a motor for me to keep growing in the personal and professional ambit. I also dedicate this to my coworkers, friends and other people who have had the trust in me to continue accomplishing my goals. And finally, to all the people who have a disability just like the deaf: this is for you, from now on you would be listen and of course you are not alone. I love you.

Thank you

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Abstract

The purpose of this paper is to find strategies that might help the students from Saint Joseph School to be more open to learn an inclusive language just like the sign language from Costa Rica: Lesco. This opportunity however, of letting the students understand, comprehend, develop, and share soft skills towards the people who are deaf had an important role today indeed, but having an inclusive education demonstrates the preoccupation and consideration of the people towards the people with disabilities. Schools, during 2020 told that the Lesco is now on used as another subject and of course as a language to learn however, there have not been sights of that incorporation in schools: public or private. Because of that, this paper was created to provide teachers with strategies to incorporate the sign language in the educational system to help the deaf students that might get in the school someday. Those strategies will be applied through an introduction class of Lesco during the vacation camp in July.

Keywords Sign Language / Movement/based learning method / Soft Skills / Inclusive education/ Factors/ Behavior

Resumen

El propósito de este trabajo es encontrar estrategias que ayuden a los estudiantes del Colegio Saint Joseph a estar más abiertos a aprender una lengua inclusiva como es la lengua de señas de Costa Rica: Lesco. Esta oportunidad, sin embargo, de dejar que los estudiantes que entiendan comprendan, desarrollen y compartan habilidades blandas hacia las personas sordas, tuvo un papel importante en la sociedad actual, pero tener una educación inclusiva demuestra que, dentro de una comunidad, las personas toman en consideración las discapacidades que posee una persona especial. Las escuelas, durante el 2020 contaron que el Lesco ahora se utiliza como una materia más y por supuesto como un idioma para aprender, sin embargo, no se ha visto esa incorporación en las escuelas: públicas o privadas. Por eso, este trabajo se creó como una forma de brindar a los docentes estrategias para incorporar la lengua de señas en el sistema educativo para ayudar a los estudiantes sordos que algún día puedan ingresar a la escuela. Esas estrategias se aplicarán a través de una clase de introducción de Lesco durante el campamento de vacaciones en julio.

Palabras clave Lengua de señas / Movimiento/método de aprendizaje basado / Soft Skills / Educación inclusiva/ Factores/ Comportamiento

INTRODUCTION

Teachers in Costa Rica and around the world have an important job, a job that during these days is not seen as an important one, people think that being a teacher is not important as being a doctor, architect, nutritionist, and other jobs, since the people that a teacher treat are kids, and sometimes children are not taken as an important individual inside the Costa Rican society. So, being a teacher is important indeed or not? It is said by Dowd (2018) that teaching is not only a profession with rigorous standards; it is also a calling to serve others and that the value of being a teacher in a student's life cannot be overstated (paragraph #1); becoming a teacher offers endless opportunity to help all students understand and achieve their full potential. If there are no educators around, people eventually will not have the chance to be cultural citizens with education and above all, knowledge it's not going to form part of the society. So, if it still not important to value those aspects and these incredible people who are the teachers, well society indeed is making a huge mistake. Part of educating-children with important subjects such as math, science, social studies etc., Educating the little ones with values and soft skills that sometimes in their own house are not practiced at all. Before the pandemic of covid 19 hit all the countries, there were common fights in the school and other dilemmas that teachers had to deal with it, and now after the pandemic its seen that students have become more aggressive and intolerant between them. Apart from that, teachers sometimes have extraordinary cases of students who possess a disability, and the challenges that become with that are huge, since the school, classmates, teachers, school staff among others must accommodate to the

student necessities to evade the exclusion of them by being “different” to the rest of the students in each level. That can be the case of the students who are deaf, they can suffer exclusion, disapproval and in the worst scenarios being ridiculed by having the disability of not hearing. People who surround and live with the deaf ones realize that: being deaf is not a synonym of being dumb, incapable of learning and developing bonds in a future, on the contrary, the hearing impairment people can learn and study in different ways just like everybody does by learning differently. With small changes, society can change their perspective and the way to see things. Lastly, demonstrating changes by including Lesco in a school program or giving in the perspective as an introduction, will help the people to be more open minded to improve and help the schools in Costa Rica to start with something new and different in the education process, with this people will learn a lesson of life which includes kindness and love.

1.1 The Problem

1.1.1 Statement of the problem

This research is carried out with children from 6 to 10 years old from preschool and elementary school at Saint Joseph School, located in Moravia San José, during the first quarter of 2022. The purpose of this study is to analyze the factors in the Lesco Sign Language on the prep grade to fourth grade children, in terms of developing some soft skills in the inclusive education in the year 2022.

1.1.2 Background of the problem

Based on Chan (2018) the deaf society in Costa Rica, are approximately over than 1,560 people and miss Laura Chan is one of those people (paragraph #1). Laura Chan considers that one of the main obstacles she faces daily is arriving at a public institution or any other place and she's unable to communicate with people despite the existence of the Law on Equal Opportunities for People with Disabilities (Law No. 7600) in Costa Rica.

The truth is that during the communication of two people, or a set of more, if they don't talk in the same language the conversation will be affected by setbacks; especially if all of them are speaking in a different language since its technically impossible to understand and communicate if either a person or the other have no tools and the skills to perform such act. That's the case between deaf people and the ones who can hear; if they have no possession whatsoever to communicate, the exclusion and the rejection will appear. Learning Lesco will be marvelous, the possibility of forming friendship and love bonds with a deaf person will make a difference in the community perspective, and with that example it can start a change reaction.

In the other hand Guzman (2018) believes that the problem of communication with the deaf population could be corrected if the sign language and the inclusion of deaf people were taught from the preschool years (paragraph #6). Carolina Guzman points: “Just as we teach new languages to children, why not introduce them to Lesco since they are in preschool, you can start with very basic words and as they go through primary and secondary school, their knowledge increases in this form of communication” (paragraph #7).

Not only preschool teachers but the ones in elementary school have an amazing opportunity right in front of them by teaching something completely different. There exist infinite ways a teacher can introduce the Lesco Sign Language, and one of them can be through music. During the preschool years music have provided vocabulary. By using this kind of techniques, the students can reach goals and objectives that are commonly known in the preschool levels; an example of introducing the Lesco Sign Language is to sing words normally and the other words or phrases can be sing in Lesco (speaking in the inclusiveness of the sign language topic), so with this the students can have the opportunity and advantage of having previous knowledge about Lesco.

In addition, many parents want to see more distribution of languages in an institution. They demand more than just a second language to be taught, they want schools and teachers that speak, teach, and show more than two languages. Some educators are familiar with a language or, they just study that language to specialize themselves; whether it's the case, the parents seek to see their children knowing and communicating in different languages with a native person from that country, where the language it's actually born.

Depending on the approach that the institution gives, a language can be more important than the others around the world and Lesco is one of those since, people are incapable of understanding its use and importance.

Besides that, teachers deal with competitive students and parents, especially when grades are finally delivered by the school to the parents; when it comes, parents and even students seek to see the grades of the other students to see who have the best, middle, and worst scores of the generation. Of course, with this high competition among students, parents asks for excellence and nothing more, which is not the most important thing when it comes to confront their daily lives after the school years. Sadly, the feeling and necessity of being competitive separate students from each other, and the duty of a teacher is to teach how the soft skills play an important role while the students are having the school experience, rather than to use competition as a tool of being a “smug”. Besides, in the year 2022 it’s important to recover and acknowledge that after the COVID-19 pandemic the schools and even the world cross a situation of extreme violence and desperate situations, the soft skills shut down incredibly while everybody was hidden and doing quarantine during 2020, 2021 and still in 2022, making aggression and intolerance noticeable around the world. In Costa Rica, there are so many ways to help-students to be more open to children with disabilities and a possible way to let them now is to learn inclusive languages just like the sign language or more directly: The Lesco sign language in terms of speaking of Costa Rica.

Law No. 9822 (2021) recognizes and promotes the Costa Rican sign language (Lesco), as the official language of the deaf people/community in Costa Rica. This law is an opportunity for savings and credit cooperatives to

contribute to financial education in Lesco and a better quality of life for deaf members so that they can receive access and treatment to financial products and services in their language. However, the Law No. 9822 (2020) tells (among a lot and important things) that are designated as official ephemeris in Costa Rica the following dates: July 19 will be the date of the Costa Rican Sign Language Day (Lesco), on September 21 will be the Day of the Community of Deaf People of Costa Rica, and lastly on September 30 it will be the Day of the Translator and Interpreter of the Costa Rican Sign Language. (p.12) Having new ephemeris in Costa Rica, just like the ones mention before states that the inclusion of the deaf society is finally happening, and it's the schools who have the duty and homework to celebrate them as any other important ephemeris in Costa Rica.

Many channels in Costa Rica (before 2021) when the news or movies were presented there was no translation into Lesco. So, the translations to the Costa Rican sign language have been seen in small situations with the debates and advertising campaigns of the people aspiring to the presidency in Costa Rica in the year 2022.

Not long ago in one of the matches of Costa Rica against Panama for the soccer qualification for the World Cup in Qatar, a direct transmission was made with a translator from Lesco. Lara (2022) says the following: "A historic event occurred in Concacaf in the duel between Costa Rica and Panama. The television station Nexpanama, broadcast the qualifying match in sign language (paragraph #1)". The name of the person in charge to perform such act is Yolanda Yvette Menchaca, she was able to do something unbelievable and make history for Costa Rica and especially to the deaf society. She also,

promote and strengthen the so call inclusive language, with that happening and with a different soccer match.

If people could think like Yvethé, learning and broadcasting soccer games in sign language, and even learning sign language, show that Costa Rica can be a total inclusive society. Changes can be made just like in the football level in the sign language translation, however, if people go a little further just like television, a few years ago an American series was broadcast: "Switched at Birth" where the actresses and actors (some) were deaf and the people who actually did not have any hearing impairment, prepared themselves and learned to communicate out of camera and act of course using the sign language.

Based on Jay (2021) "Switched at Birth" is a television show featured on ABC Family that has truly brought American Sign Language and Deaf Culture into the living rooms of today's generation (paragraph #1). It is the first television show to feature several deaf actors/characters and entire scenes shot using only ASL. The show is truly inspirational, witty, and successfully brings Deaf Culture to the forefront with many deaf and hard of hearing characters portrayed by deaf and hard of hearing actors and actresses including Katie Leclerc, Sean Berdy, Marlee Matlin, and Ryan Lane.

Joyce (2020) is a person who dedicated herself to watch the television series and comments the following:

Switched at Birth, an American family drama television series, initially appears to be just your typical teen drama show. However, very quickly, it becomes apparent that the hook of this show is not the melodramatic

romance plots, or even the plot of two girls being switched at birth, but the Deaf representation and culture introduced to a mainstream, hearing audience. This show's true premise educates its audience about Deaf culture and urges them to challenge their preconceived attitudes and assumptions that negatively impact Deaf communities (paragraph #14).

One of the deaf actors of the series: "Switched at Birth," Sean Berdy in 2016 comment that: "The deaf community is nearly never portrayed accurately on television/film because most writers never took the time to immerse themselves in the deaf culture before portraying it on television". The series of "Switched at Birth" have a great example of inclusiveness, demonstrating that the deaf society, as long with the sign language is part of any community in the United States and, in Costa Rica.

Another example of the sign language entertainment was the scary and suspenseful movie "A quiet place." In which the American Sign Language is used during the whole film using English subtitles too, for the hearing people to understand. The youngest actress of the film is a deaf person, her name is Millicent Simmonds. And during the movie she was able to do her job with the help of a translator who was with her and help her to communicate with the director and other members of the crew. The actors and actresses who didn't have any hearing difficulties learn the sign language because of this film. Millicent is the only deaf person in her family, her siblings and parents learnt to communicate with her using the American Sign Language. And she feels more comfortable now in the big screens with this amazing movie who was launched in 2018 and it was in 2021 the sequel of the movie was released, and more people went to see it, not only because the suspenseful that involves most part

of the story but also because the communication between them using the sign language.

The sign language has been more heard during the year 2022, specifically with the activities that had happened in Costa Rica and other countries as well. In addition of the entertainment, one of the biggest shows that Costa Rica was highly expecting was the concert of Coldplay, the band gave a special gift for the deaf society, and it was a special equipment vest. They also, include an expert translator who translated the songs into the sign language.

Nevertheless, no artist before have the beautiful idea of inclusiveness with the deaf people. Hidalgo (2022) express that in the concert there was about 40 thousand people and, only five were deaf (paragraph #1). The experience of the deaf people on the concert was seen through social networks showing the sensory vests, which allowed them to feel the vibrations of the band's music.

In other entertainment shows just like the Coldplay, shows like "The Voice: Australia and Americans Got talent" have had previous contestants who have a hearing disability and others who were even blind. The award, to see and feel how these extraordinary people have a story to tell and, by all means to appreciate their talent too; being born with a disability does not mean that people cannot come to have a personal goal or talent. In 2021 on the Voice Australia, a man conquered his audition by performing: "Imagine" in sign language.

All the situations of entertainment shows mention before, proved that Lesco Sign Language it is part of the Costa Rican culture as long with their

people, and that it's something to be proud of. Mention before, the culture of Lesco and their people have their role to play in the schools too, either private and public since the students in Costa Rica study their history and roots as well.

In other hand, the soft skills have an attachment with the teaching of Lesco, since it is the reason of people being empathic towards the deaf people. Also, the process of learning is really challenging too and mostly for the people who have no tolerance. The soft skills, which are important to develop during the school years from preschool to high school are many and yet some of them are used since because of the help of them the students can also relate to other people when they will be at the university and in the future work that he or she might have.

Castro (2020) talks of the soft skills as "subjective skills" that are much more difficult to quantify. Also known as "people skills" or "interpersonal skills;" they relate to how a person interact with other people. The most notorious soft skills in the Costa Rica society are the communication and active listening, leadership, the planning, and time management "good planning," teamwork, the decision taking, and finally and not less important negotiation (paragraph #11).

The skills mention before are part of an important branch of the Costa Rican society and its ecosystem of formation. Somehow, those soft skills are important indeed, but the most important homework as human beings is to bring the importance of them at home, by letting the little ones and the other people who lived among the house to see, understand and most importantly to absorb them as part of a routine of every day.

With the hand of the soft skills, inclusion is part of today's school environment, which most of the time is seen as a process that is already in the society, however, there are still many problems of exclusion not only in Costa Rica but around the world too.

According to UNESCO (2017) the inclusion is the process of finding and responding to the diversity of needs of all students through greater participation in learning, cultures, communities, and reducing exclusion in education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision that includes all children of the proper age range and the conviction that it is the responsibility of the regular system to educate all children (p.12) Also, the UNESCO mentions that the inclusive education means that all children and young people, with and without disabilities or difficulties, learn together in the various regular educational institutions (preschool, college/school, post-secondary, and universities) with a suitable proper support area. More than the type of educational institution the children attend, it has to do with the quality of the experience; that support their learning, their achievement, and their full participation in the life of the institution (p.12).

Nowadays, in many schools, people who are considered "different" have been accepted, with the help of the teachers of course, by putting themselves as an example of inclusion.

1.1.3 Problematization

According to Córdoba (2008) disability and social exclusion are two closely related categories of analysis in which are immersed. The people with

deficiencies have difficulties accessing with normality to those sectors that are part of the society. They cannot meet their basic needs or access to full social citizenship due to the fact, that most cases of disability are physical, mental, or sensory, and because of that there are barriers that society itself imposes, presenting high degrees of social exclusion since they have little access to employment, education, accessibility to public places, among other social disadvantages (p.1) After a long time of analysis on social exclusion to people with disabilities, today in the year 2022 , there are still problems with the issue of social exclusion of people with disabilities. Many children in the Costa Rican society see and observe that these people are strange (due to their disability), they also see them as if they were from another world, and they end up rejecting them because they see that they are not "normal".

Meléndez (2018) reacts and states that the right of access to an inclusive and quality education for people with disabilities is one of the most important rights (p.2). It is a right that children with disabilities can have a calm and normal access to education, however for them and their families it is not easy, since many schools do not have support material or trained personnel to help students with disabilities, leaving these people aside and also classifying them as people unable to move on, taking the young ones to schools that are already cataloged “for the silly”; and this is not fair. Nowadays, people who are studying education or a similar career are receiving courses in the university that are not fully capacitated to help or grapple with cases like the ones who are deaf, blind, down syndrome, autism, Asperger, or other physical/mental disability. All the children are the same, and even though some cases are not the same and some children do not learn the same way as others, it is the teacher’s job to

educate the young mass that they will have an important role in society in the future and someday a person could be part of something bigger.

Every change, big or small, starts with something. But what if that something doesn't come? What would happen to people with disabilities? society will be “deaf” to be inclusive, have humanity and above all, have “appropriate” education. Only that can save the population in Costa Rica from living in a society so attached to ancient customs that lead people to exact same situation: the total and absolute exclusion of people with disabilities.

1.1.4 Justification of the problem

The investigation has an importance that will affect the school community as long with the students and the family of them. Prep grade to fourth grade students will have the opportunity to learn the Lesco Sign Language to work out the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022. It is important also to emphasize that the use of technology is being applied if some other tools that will help the process of learning, the process of moving feelings and that have a role play in the teaching.

During the time of work with the young students the contribution of the study will be for both; students and teachers from Saint Joseph School, since the goal is that more people can have the enjoyment and satisfaction to join the inclusion movement of the non-hearing people, currently recognized and known in society as deaf or dumb deaf people by learning the official Costa Rican sign language: Lesco.

According to Quijano (2008) teachers and parents have noticed that some schools don't have the inclusiveness that they promise. Quijano says that the educational system in the last years has the need to integrate in regular primary classrooms students with educational needs special associated with intellectual disability, which is largely due to globalization processes, which entail to greater openness and consequently to changes in many areas; one of them the special education (p.1). Being inclusive with the deaf or the blind students that require special needs and adequations its important, because for them the simplicity of having a normal education will help understand more the nature of any subject in the school.

The big problem here is that, after having a dictated curriculum of the Ministry of Education in Costa Rica of how to be inclusive, people/teachers still not know how to plan, do, or even train themselves when a student arrived with a disability like the non-hearing ones. Instead of having a curriculum already planned as long with the trained staff, schools panic and must run in the last minute to make a special adequacy with other objectives to prevent the significant delay in the academic formation of that student, the anger of the parents and also to hire a Lesco translator to be with the student in the classroom and help him or her in the daily routine.

Just as there are schools that teach other languages such as English, French, German, Italian and even Portuguese, the Lesco Sign Language is not taken in consideration as part of the incorporation of languages in some schools, since the language is not as "important" than the mention before and because the use of it would be for "not all the time".

Today's problem in most of the schools is that more children are not developing strong soft skills, they rather compete each other out of being the best of the group, class, and generation; this desire of being the best ends in another very big worldwide problem: bullying. To help the boys and girls develop soft skills is to show them that helping each other and show compassion towards each other (specially to the ones that need more help) can solve a lot of problems inside the institution and outside too. Through, with the sign language students can see that there is a start to develop kindness and compassion as long with another important soft skills while they learn.

Based on Roppolo (2022) the actor Troy Kotsur, the star of "CODA" became the first deaf man to win an acting Oscar on the 28th Sunday night when he took home the award for the best supporting actor (paragraph #3). During his speech he says that the award id dedicated to the deaf community, the CODA community, and the disabled community.

Never had something like this happened in any award, no actor had ever been granted the happiness of having an academy award (Oscar) and it had never been given an award for best picture of a dead movie. From now on, Costa Rican society and other societies too will see that people with disabilities can indeed play an important role on any movie if they want, and even in television series too.

Something that must be tell the Costa Rican people is that the movie CODA should be watched by everybody, so they can have a point of view that everything is possible if you believe in your goals. To see that deaf society playing a big role, it means that they also can be as "normal" as people who

want to be an actor or actress. The previous concepts that the society itself create and educate most of the people, are just ideas who came out of imagination by believing that they had a type of cognitive disability, and let the children think and believe that these people might be “weirdos” or people out of reach, then society indeed it’s making a big mistake.

There are falsehoods words about what society dictates about the deaf community, and that is because people believed that somehow the ones who have disabilities just like the deaf are damage because they are incapable to understand the world like the “normal” people do and somehow, people are different in some way and the rest of the people, the “not damage ones” can even have difficulties too and that is something that not even in the Costa Rican society, but also the other countries as well need to open their eyes and finally realize that to stop the “taboo” of the hearing-impairment disabilities.

1.2 Formulation of the problem

What factors in the Lesco Sign Language develop the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022?

1.3 Research Objectives

1.3.1 General objective

Analyze factors in the Lesco Sign Language develop the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

1.3.2 Specific objectives

1. To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

2. To identify the soft skills through the sign language “Lesco.”
3. To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

1.4 Scope and Limitations

1.4.1 Scope

With the help of the constant learning from the Lesco sign language the students will be able to approach a new language and above all, to help develop the soft skills in the students through the Lesco.

1.4.2 Limitations

Some aspects that must be taken in account is the affects that will appear eventually during the investigation, since the propose of this project is to use the Lesco Sign Language in the first graders students that might have a change of perceptiveness of the real use of the sign language. Besides that, the sign language will be tested during the second semester by the students who will see and feel the use of it.

2 Theoretical Framework

2.1 Historic context

Saint Joseph High School was founded. For 10 years, it has been successfully formed and graduated generations of bachelors. The high school has grown, thanks to the trust of many families and the effort of a qualified and committed staff, who together with their academic director are dedicated to teaching excellence in a warm environment where comprehensive training and personalized attention are fundamental pillars. The number of students per level has allowed to maintain a greater control of the circumstances and provide a closer treatment to both students and parents.

A year before the COVID-19 pandemic hit Costa Rica Ms. Priscilla Mora and Mr. Jeffrey Jones took Saint Joseph School and implemented a new method called "Schools of Excellence" (2019). "Schools of Excellence" is the corporate brand of a group of private schools as a seal of quality and standardization and is committed to educational excellence where it works based on three pillars that are: happy children, ensure that the children receive the best education, work with the best educational and technological standards. At the end of eleven years of basic education with Saint Joseph, the students will be multilingual (Spanish, English, French and German), they will have advanced knowledge in programming and robotics, they will be educated with values and, they will have a balanced eating routine. In addition to the theoretical knowledge of nutrition, they will have done it in a safe, fun, pleasant and dynamic environment, where learning by doing is the main philosophy.

In essence, the institution is committed to the comprehensive growth and education of children and young people who are part of any of the institutions belonging to the corporate family.

2.1.1 Objectives of Saint Joseph School

Saint Joseph School follows certain objectives, which are created to benefit the children who come to the school. First, contribute to the full development of the human personality. Second, train citizens for a democracy in which the interests of the individual are reconciled with those of the community. Third, stimulate the development of solidarity and human understanding. And finally, preserve and expand the cultural heritage, imparting knowledge about the history of man, the great works of the literature and fundamental philosophical concepts. (Fundamental Law of Education).

2.1.2 Vision

Saint Joseph School develops an educational process that promotes the comprehensive development of our students including, but not limited to areas such as learning multiple languages, programming, science, technology, math, arts, and essential skills in an environment that makes the teaching-learning process playful and attractive to enhance their academic, physical, emotional, and social development.

2.1.3 Mission

Offer world-class training that adapts and evolves to the changing needs of society, in an environment in which our students are safe, happy and can develop, as well as critical thinking skills analytical, principled values and

emotional stability, to become highly capable people and at the same good time human beings.

2.2 Theoretical Conceptual Framework

This research is directed towards the social conscience that we want to exercise, and we want to apply in the classroom with something totally different and innovative. It is understood that many people, including parents, may see the research as something totally unnecessary, but nevertheless the project is also directed towards those people who are a little more difficult, thinking that the Lesco will not be useful.

2.2.1 Definition of Lesco and communication

Based upon the Costa Rica University (2016) the history of the sign language in Costa Rica is not very known to the sight of the people because it isn't very used and it doesn't have a lot of importance also, but it states that it has been born from a combination of autochthonous signs with signs from the Spanish sign language (paragraph #2). People already see and know that Lesco comes from the Spanish language however, the own segues mean: Costa Rican sign language, and being a "Spanish" language will vary with the language or sign representation of other countries. If a person it's going to teach Lesco, he or she must be careful and demonstrate that there is a difference between the different sign language of each country around the world.

The definition of communication in the other hand, is when people can talk in the same language to express feelings, ideas, emotions, perspectives, situations etc. Between people who have no hearing activities inside their ear have learned to create their own language, only to communicate. The phrase

and meaning of Lesco most people in Costa Rica have heard about, even most people made articles of the places who give Lesco courses to the people who wish to study and learn of the language itself. Those people who are worried about how to include deaf people in society are not precisely deaf or have any hearing loss, are just random people who somehow are compassionate of heart and now that the hearing impairment people have struggles in the past when they tried desperately to fit in.

However, people who have their soft skills highly developed, have accomplished to communicate with a deaf person by receiving and learning classes of Lesco (like any other language to learn). As well as those online classes, there are also apps that are easily accessible for people who want something more flexible and easier to manage and download because of the economic situation and sometimes avoiding the traveling far away from the house. Even, another option of an online app that can make teaching easier, especially for younger students. The Hands Up application (2021) created by Esteban Campos, an 18-year-old resident of Alajuela agrees by having this apps will make it easier for more people to learn Lesco in a simple and freeway; that is the principal objective of the application. The app of Hands Up, includes games, projects, and activities and was developed based on a game that the person would allow learning in a friendly way, especially since it was initially focused mainly on helping deaf children to communicate (paragraph #3).

The Association of Interpreters and Mediators of Lesco (2021) officially created a national organization that seeks to promote the professionalization of working and protecting the rights of those who exercise it (paragraph #3). ASIMEL was born to strengthen the figure of the Lesco interpreter, seeking

respect for their labor rights, and also raising awareness about the need for academic training in this area. The only step that should be taken after this is to make sign language even more concerted as an important language that is worth learning, and that is part of the example that a teacher can give to her students. Even not only can the example be born from a teacher in her students, but this feeling of generating awareness and love for others can be born from situations outside of school, be it by seeing an interpreter on TV, in the street, in public centers, buses, etc.

2.2.2 Deaf celebrations in the schools by the government mandatory and law 9822

The Lesco Sign Language in Costa Rica have a great law written and made by the Legislative assembly of Costa Rica that decrees the recognition and promotion of the Lesco sign language in 37 articles of the law 9822. It must be said that those articles are divided in chapters, so the Costa Rican civilians understand better and learn more about the law 9822. This law is recently, and it is not known in the society yet, but in a couple of years and hopefully the law could be more known and implemented with normality in public spaces.

When Law 9822 on the regularity and use of the Lesco language was signed, many people such as university professors as well as a group of students already educated with sign language, have opened online courses to learn sign language. The new platform "I can learn Lesco, and you?" (2021) was launched in the local market that allows the population to learn the Costa Rican Sign Language, for free. The purpose of the tool is to break down communication barriers, with the challenge of promoting the inclusion of people with disabilities and generating a culture of education and responsibility. It is

aimed mainly at family members, teachers and sectors that live or have a relationship with deaf people throughout the country (paragraph #2).

For the deaf society, having a law protect their rights, and for them is a big deal. With that as a help, they have access of easiest ways to live and to become more involved with society without no doubt about it. Also, with the help of the law 9822, the celebrations in the schools are now allowed, July 19 is declared to celebrate the day of Lesco, the day of the deaf society in Costa Rica it will be celebrated on September 21st, and lastly on September 30 it will be celebrated the person who translate Lesco.

2.2.3 Definition of myths about deaf people and the type of deafness

Sadly, most people in the society fall in the idea that deaf are incapable to hear and even talk, making them: dumb or helpless, but in reality, the people with hearing loss or great specialists can tell a different side of the story, like been excluded around the community. Another problem with the society is that by believing the myths of the people without knowledge, they speak to other people the same thing by making a fake gossip.

Occupational therapist Calvo (2020) dictates that a person may think that the world has changed for the better and specially with the people who are deaf. However, even the 21st century, there are erroneous beliefs that are still widespread in society. Calvo states for start that the deaf is dumb, which is not since there is proof that deaf people who can talk. The second fake point that Calvo speaks of is that the deaf do not listen, but they know to read and write; their writing, reading and language will develop eventually. The third fake states that by learning the alphabet the person can communicate with a deaf person,

but the alphabet is used only to say some words who have no sign, or to tell and spell the name when a person introduces his/herself (paragraph #1). All these comments/gossiping among others lies said by Calvo give people a clear mind of what is happening in Costa Rica; however, it is true that deaf people have a different process of learning, and also speaking in terms of cognitive matter they also are different. But those points, are not justification of exclusion and rejection, they are human beings and deserve nothing but having a life just like the rest of the people who live in Costa Rica: the same rights and the same love that everybody deserves.

Myths have been created by the ignorance of people who think that have the right to speak of them, and that is something, that must be stopped since those comments, and ideas are transferred to the little ones, who most of the time believe in what parents or any other adult tell them. Education, indeed, is important, being an educate person gives the chance of being a cultural person who can talk with wisdom and most important: knowledge. If a person can change the way of thinking of another, big changes can come within in the society, and the education will improve, all of that it's a matter of truly hearing and seeing with the heart and of course with scientific facts.

2.2.4 Definition of deaf people types

Some people believe that there is just one type of deaf, which is not true, and there are multiple ways in which a person can lost their hearing. Also, they are divided into different categories just like the first called prelingual deafness. This one is categorized as hearing loss, is present before language has developed meaning that the person born with deafness.

The Free Dictionary (2012) states the definition of prelingual deafness as hearing loss that precedes the onset of speech or learning spoken language, it is severe, stable, and less common than post-lingual hearing loss. Etiology Prelingual hearing loss is largely inherited: 50% are monogenic, 75% are autosomal recessive; 20%, autosomal dominant; 5%, X-linked recessive, the rest are caused by perinatal factors, infections in infancy or trauma (paragraph #1). Another type of deafness is the one called "Postlingual deafness" which states that hearing loss appears when language already exists. Meaning that the person has a process of hearing loss not immediately like the prelingual one but that the hearing goes away when a person its already a grown up or even have their language skills developed.

The Free Dictionary (2012) states the definition of Postlingual deafness as a hearing impairment that develops after a patient has learned language (paragraph #2). That singular type of deafness comes with people having accidents, soldiers coming after a long period of war, inheritance stigma, etc., and sometimes is common for a singer or a band member to lose her hearing because of the strong sounds that a concert can produce. The reasons why a lot of people is asked to take care of their ear, is because with technology increasing, most kids use their videogames, tablets, and hearing music with a volume not adequate for their ears. The sign language was created for that specific reason in the first place, so people with the non-hearing problems can have a tool of communication between them and to communicate with people besides of them.

2.2.5 Definition of educative formation in the students

For a long time, parents have been asked to be aware of putting their children in schools when they reach the required age to enter school as established in Costa Rica and the government of said country.

To enter all the modalities said by MEP (2005) of the educational system, the following minimum ages are established as an essential requirement for enrollment. "The Maternal and Child cycle who belong to the so-called Interactive Group II of Preschool Education, the minimum age is of four years old as of February 15 of the school year in which they wish to enroll." (p.1)

Most people agree that they want the best education for their children. Sometimes necessities touch the people doors and, necessities are not always the good ones; they are vice-versa sadly. People who are the chiefs of home decide to sacrifice the student education because of the shortage of money. It is understandable that for having a better economic situation, parents perhaps thought of taking their children off from school because of their problems, but what they might not know is that taking them out it's an actual prejudice for their own family, since they are the future. For instance, that is why teachers insist so much to the parents.

The WGU (2019) state in a different ambit that continuing after high school and the years followed in the university gives the people a great opportunity of improvement in their major and of course in the career chosen by the person (paragraph #1). They highly recommend and give the advice that the people should continue with these unfinished process because of 6 reasons, that will help in the future: Number 1 is that a person can increase the chances

of promotion, number 2 is the increasing of the salary, number 3 is the promotion and ability to make a career transition, number 4 is the marketability, number 5 the lifestyle of a person will change, and lastly the development of the person (paragraph #2). All those advice that the university gives are tips that in a future a person will appreciate when the person achieve their goals, and sometimes teachers saw the potential in the student grades that are good to “explode” in a positive way. In summary what the type of education stimulates in the students is the continuous formation which is the process that is carried out throughout the course of life.

2.2.6 Definition of the movement/playing based method

Many methods of working with children have been tried throughout history. From Maria Montessori, the Rozzi sisters, Jean Piaget among others; methods of great value that have impacted society and the school community, giving great importance at an educational level that help students move forward in their training and academic part. One method that has been somewhat tried and tested is play/movement to stimulate student learning and understanding.

According to Zeeland (n.d) if game-based learning (GBL) is integrated in the flow of educational stimuli, it ‘fits’ with the sensing-thinking-doing functioning of the nervous system. GBL also fits with the natural ‘needs’ of the brain. The first need of the brain is to survive and therefore to be in control. The second need of the brain is to feel good and therefore to have fun, to play and to be rewarded. The third need of the brain is to save energy and therefore to make things logic and congruent. Game based learning makes the brain feel in control, it offers fun, play and reward, and it fits with the need to save energy by having a congruent story (paragraph #1).

The Lesco Sign Language, in the other hand had an important role in the movement-based learning. If a person appreciates it closely, he or she can see that it requires the fine and gross motor skill and movements to clearly express the feelings and emotions through the body (body language). In addition of using the body, the face, and the way of gesturing a feeling or emotion is also part of the Lesco language since many things and emotions can be reflected with the facial expression.

What happened at the Oscars and as well with TV shows of “The Voice and Americas got Talent” the people surrounding the deaf ones (the hearing people) had to study and learn the sign language. And, if someone look closer, the sign language uses too much physical movement, using the gross and fine motor skills. It is important that while the students learn Lesco, they have to see that the teacher also is gesticulating every time she expresses a feeling or a commandment in a situation that is required to use it, so they can do the same, in terms of the doing the faces and copy the teacher also. And, more importantly to understand why to make the gesticulating part is needed every time.

2.2.7 Definition of the school learning process with its goals in the process of learning

The Center for Development and Learning (2021) tells that there are six interactive components of the learning process: attention, memory, language, processing and organization, graph more, and higher order thinking. These processes interact not only with each other, but also with emotions, classroom climate, behavior, social skills, teachers, and family (paragraph #1).

All schools have their own personal goals, also the universities are included in the process of learning, when the children become men and women of the Costa Rican society but also in the society of another countries. So, for future parents it is important to check out schools who are compromised with those goals and sometimes the ones who had a special formation like the Montessori method, Piaget, Waldorf among others they must undertake to meet the objectives of each methodology if it were the case that any student is within the process of the method and its goals of it.

2.2.8 Definition of similarities between Costa Rica among other countries like United states.

The nature of Lesco was drastically altered in 1977, with the publication of the dictionary Towards a New Form of Communication with the Deaf. The American Sign Language (ASL) produced a process of relexicalization, and due to its influence, many signs of the original Lesco were replaced by ASL signs, in younger populations. So, the official language of sign language in the United States is ASL and, since deaf people exist in Costa Rica, in the United States there is a high rate of people who are deaf.

The National Association of the deaf (2022) tells that the American Sign Language (ASL) is a visual language. The deaf person or the translator can use the sign language with signing, the brain processes linguistic information through the eyes. The shape, placement, and movement of the hands, as well as facial expressions and body movements, all play important parts in conveying information and the ASL is used predominantly in the United States and in many parts of Canada. ASL is accepted by many high schools, colleges,

and universities in fulfillment of modern and “foreign” language academic degree requirements across the United States (p.1).

Learning the ASL, could be as important as the Lesco Sign Language. In the future, when Costa Rican sign language is mastered, ASL could also be seen, studied, and analyzed and incorporated into the Costar Rican classroom as another incorporated language in addition to those that are currently seen and are cataloged as languages to be seen at MEP. The benefits of learning sign language at an early age are numerous. The Website LEAD with languages (n.d) tells that the American Sign Language (ASL) have three benefits and those are: the communication, the culture, and the career opportunities from Learning American Sign Language (paragraph #1). The ASL is one of the most widely used languages in the United States, and the fourth-most studied second language at American universities.

Lastly, an important thing to add is that the deaf and the hard of hearing people proficient in ASL are becoming ASL teachers. And being qualified ASL teachers are certified by a national professional organization, the American Sign Language Teachers Association (ASLTA). Imagine if a person that can talk both sign languages in English and Spanish, the curriculum that the person can give, offer, contribute, and apply to a place that will need your abilities to proceed in the future.

The National Association of the Deaf (n.d) assures that the American Sign Language (ASL) is the backbone of the American Deaf Culture. It values the acquisition, usage, and preservation of ASL and is a recognized leader in promoting the acquisition, learning, teaching, and interpreting of ASL. Deaf and

hard of hearing children must have the right to receive early and full exposure to ASL as a primary language, along with English. Studies have shown that when deaf and hard of hearing children are exposed to ASL at an early age, they are given the opportunity to reach their full potential (paragraph #1).

For last, the Lesco Sign Language in Costa Rica now have a great law written and made by the Legislative assembly of Costa Rica that decrees the recognition and promotion of the Lesco sign language in 37 articles of the law 9822. It must be said that those articles are divided in chapters, so the Costa Rican civilians understand better and learn more about the law 9822. This law is recently, and it is not known in the society yet, but in a couple of years and hopefully the law could be more known and also implemented with normality in public spaces.

2.2.9 Definition of soft skills

Kaplan (2022) states that soft skills are non-technical skills that describe how people work and interact with others (paragraph #1). The soft skills in the workplace allow organizations to use their technical skills and knowledge effectively and efficiently without being hampered by interpersonal issues. During Lesco classes, outside and inside the school, students must use different soft skills to progress and above all learn in class. There are indeed a lot of important soft skills who people use many times during the day, but people choose to have some of those skills during their daily day to be able to communicate and form bonds with people.

In the education field, the soft skills are important since the students need to bond themselves with their pairs and form bonds with teachers and

other important staff like the cookers and the cleaning staff too. It is proved that children nowadays have no sympathy for the people who served them inside and outside of school; the education and good manners are the open doors to have a great communication, friendship, love etc. (soft skills).

Educators and parents must work together to ensure that each child's school experience fosters the social and personal skills that will ensure success when he or she enters the workforce. These skills may be less easy to measure, but they are essential to a student's overall growth and development.

2.2.10 Definition of the principal use of the soft skills: respect, tolerance, and emotional intelligence inside the school in the Lesco Sign Language

The Dictionary of Cambridge (n.d) tells that the term respect is a noun in which the admiration is felt or shown for someone or something that you believe has good ideas or qualities (paragraph #1). An example that many people use is respect. Schools in general see the values that they believe are most necessary and important to accompany the development process of each student; respect has been a fundamental part inside and outside the classroom since children are encouraged to relate with their classmates and form friendship bonds. Respect is key to have relationships with other classmates and have respect towards them if they do not share ideas, also it is key that the importance of the soft skill respect for the students who may have any disability, disabilities that can be like deafness in students, which can be shocking for the students.

With the help of the soft skill respect the students who have a hearing disability will have a different life inside the school since they are part of the society and deserve a life with their rights being respected at all times, and the rest of the students will understand that the school and the society are being selfless towards these people with that accomplished in a moment they will follow their lead and will copy their attitudes and behaviors in the positive way of speaking.

In the other hand, another soft skill that is important to measure inside the school and in Lesco is the tolerance. Since people who are deaf learn differently than the others, they also have different points of view in terms of the cognitive part. It is important that during the school years, specially from preschool, students learn how to develop and manage the skill in situations of learning and during situations of bonding with their classmates and teachers also and nonetheless with the school staff.

Somehow, creating an environment that help children to feel tolerance between them can help them being more open towards one another, especially with the children who posses' deafness. By understanding the students with disabilities more, the students will be open to establish a conversation, and even have a friendship with them. These tiny movement in the classroom can create a bomb of love inside the school and a bomb that would let other students from other grades to explore more of the deaf society and how to adapt to them.

Finally, the soft skill of emotional intelligence will have a great purpose also during the Lesco classes; just like the other two soft skills mention before.

The emotional intelligence is not a common skill that people are used to hear since they do not fully understand the use of the soft skill and the importance of it during normal routines and the situations that are complicated. People who are deaf, life maybe was incapable of been easy for them since they have to adapt to the people and also finding a way to communicate with them since it is not very common that people in the Costa Rican society know to communicate in sign language.

Based on, LA TROBE University (2022) emotional intelligence is the ability to identify and regulate one's emotions and understand the emotions the others. A high emotional quotient helps people to build relationships, reduce team stress, defuse conflict, and improve job satisfaction. Ultimately, a high emotional intelligence means having the potential to increase team productivity and staff retention. There are five pillars of emotional intelligence and how they give an advantage in the workforce, those ones are the self-awareness, self-management, motivation, empathy, and lastly the relationship management (paragraph #1).

Practicing the skills all together in class will accomplish that the students who have no deafness be more comprehensive towards other students who had this disability, even they can practice outside of school when the times come, and they find a person with the disability in any place of Costa Rica. That might happen since the population of deaf in Costa Rica is a lot, approximately seventy thousand people in the GAM and outside.

2.2.11 Definition of the use of the soft skill adaptability, during the Lesco Sign Language class

There are still many soft skills to explore and to put in use, just is the case of the soft skill: adaptability. The skill mentioned before will help the students without disability to adapt to their classmates who have a disability like the ones with deafness and perhaps other disability that is important to take in account.

The term adaptability, based on the walk me glossary (2022) is the potential to adjust and learn new skills in response to changing factors, conditions, or environments. It is a soft skill that is highly valued by employers because every industry can be unpredictable. Both businesses and employees need to be able to adapt so that they can react quickly to unforeseen circumstances (paragraph #1). So, indeed is a soft skill that is needed to continue among the people who work together, now with students is a little complicated to see a person with a disability in the classroom. This soft skill must be taught from the beginning with the instruction of the teacher, and it must be using all the times. Also, it is important to tell the children of the other grades to understand the disability of the person, the why of the importance of helping them and more importantly to adapt to them.

2.2.12 Definition of the use of the soft skill flexibility, during the Lesco Sign Language class.

Based on Garg (2020) the term, 'flexibility' means the ability to bend or adapt yourself to changing forces. Being flexible when it comes to working

matters a lot. Flexibility is a soft skill which is very important since it demonstrates an ability and willingness to do new tasks and new challenges with patience and without any hustle (paragraph #1).

Just like the skill mentioned before (adaptability) mentioned before, flexibility is not far different from that skill too, in a matter of fact both are really alike and also go hand in hand to help the students who have a disability while the Lesco classes are in production.

2.2.13 Definition of inclusive education

Finally, The UNICEF (n.d) article: "Inclusive Education" describes that is important to implement the inclusive education in all the schools' institutions due to the fact that: Inclusive education is the most effective way to give all children a fair chance to go to school, learn and develop the skills they need to thrive (p.5). All children in the same classrooms, in the same schools, have real learning opportunities for groups who have traditionally been excluded not only children with disabilities.

At the school level, teachers must be trained, buildings must be refurbished, and students must receive accessible learning materials. At the community level, stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education.

2.2.14 Definition of the Inclusiveness in private and public schools

According to the Oxford dictionary, inclusive (2022) means "the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having

physical or mental disabilities or belonging to other minority groups” (paragraph #2). The power of inclusion is very strong since, people who have a disability of any kind and those without any disability could coexist in the same society without having problems or discussions just like, targeting anyone, criticizing, and above all having people ridiculing or making fun of the people.

Pacheco (2021) tells that Costa Rica has a good educational system. Moreover, some possible changes could be helpful for inclusion in their classrooms. For example, having different types of assessment, not only the traditional ones; in other countries, like New Zealand, they promote teaching basic subjects using sports, aiming to engage with the students learning; this method is an awesome way to advocate inclusion for everyone that has different interests, and it gives more opportunities to be successful in life (paragraph #1). The inclusiveness in Costa Rica indeed is there, but it is important that people continue promoting the inclusion of all the people in school, private or public and to promote that from the house too.

Finally, it is important that because of the situation of inclusiveness, it was for the help of law 7600 in Costa Rica. The “Law N° 7600, Law of Equal Opportunities for People with Disabilities” was created on the 29th, May of 1996, it intends to protect the rights of people with special disabilities in every possible scenario that might come up daily.

2.2.15 Definition of student’s disabilities in Costa Rican schools

Another topic of inclusion that is important is what is seen in schools: the disabilities that students have that are seen daily in private and public schools. There are a lot of disabilities in the Costa Rican society and in the other

countries as well, some of the impairments like the sight, hearing, any physical impairment, and Down syndrome among others that are not usually heard or maybe not seen at all.

According to the National Census (2013) 10% of people in Costa Rica have one or two disabilities. The incidence of disability is slightly higher in females as compared to males, while 93% of people without disabilities complete their primary education in Costa Rica. In contrast, only 81% of children with disabilities can do so. The difference is visible in the completion ratio of secondary education too. While 50% of non-disabled people complete their secondary education, only 43% of disabled people can do so. Similar differences can be noted in university access university completion as well as gainful employment ratio too (p.2). With the situation above, many parents look to schools that help their children with the disability they have. Unfortunately, many schools do not have enough teachers who know how to help students with their educational process. A recognized school in Costa Rica is the Centeno Güell.

Cartín (2016) The Centeno Güell school is a public educational center, subsidized by the Government of Costa Rica, which has three departments for the care of people with disabilities, the first department is of hearing and language, the second department is of Mental Retardation, and the last Department is of visually impaired (paragraph #1). After that school, no other center has been heard, whether public or private, that contains enough help for people with disabilities.

3 Type of investigation

3.1.1 Purpose of the investigation

According to Barrantes. (2002) "applied research" has the purpose of solve practical problems, to transform the conditions of a fact that worries..." (p, 64). In other words, based on the information collected, the research applied poses and elaborates recommendations, plans, guidelines, manuals, among others, to solve specific problems that occur in a certain place. For quite some time, society has been criticized for the lack of inclusion for the people with disabilities. This is a problem that occurs in many businesses that are at the service of society, as well as in other places such as recently: in schools, whether private or public.

Law 7600 in Costa Rica (Equal opportunities for people with disabilities) has been implemented in educational centers as a requirement to help these people. However, the options or solutions that an institution can give to their deaf students, maybe would be very little since it is not very common that teachers in preschool, elementary and high school who learn or train themselves with the LESCO sign language. Also, the measures of the school can take a while or even the educational process of the children would be slow since the owners, the principal of the school, the homeroom teacher, the phycologist etc, need to work deeply in the educational process of the child. Another aspect that is important to talk about is the hearing children and the non-hearing children form friendship/love bonds, since there must be communication all the time to develop those soft skills, if they can't talk the

same language there would not be bonds at all and the exclusion would have a role in the school.

3.1.2 Temporal dimension

The scope or temporal delimitation says that cross-sectional research Barrantes. (2002): "studies aspects of the development of subjects and themes at one point". For the cross-sectional research the most important thing is to be able to analyze and understand the topic of study, that is, in detail, rather than analyzing the behavior of the theme over time (p.64).

If the research is ongoing, we will be analyzing and observing in detail how first grade students see the usefulness of sign language as another language but also as the importance of developing the soft skills. The behavior on the students will be also measured to prove if they accept the Lesco as another topic since the students of first grade receive more subjects in Saint Joseph School.

3.1.3 Research approach: participatory action research.

The qualitative research said by Hernández, et al (2014) "it is considered that every individual, group or social system has a unique way of seeing the world and understand situations and events, which is built from their experiences and through research, we must try to understand it in its context" (p.9) The nature of this project is going to be qualitative since the students will be part of the movement of inclusion and develop of soft skills through the Lesco Sign Language. The information collected on the study will contribute as a benefit of learning a new language.

Based on Selener (1997) The participatory action research (PAR) has been conceptualized as “a process by which members oppressed group or community collect and analyze information, and act on their problems to find political and social transformations (p.17). If we analyze the situation in which the non-hearing people are right now and were a couple years ago; they find themselves on a position over time where they have been excluded by the society towards them: deaf people whether they are children, adults, or older people.

This project focusses in the activating the Lesco language in the classroom to help and educate, especially the first grader children to have an inclusion approach towards deaf people who were excluded to now feel safe by being with them having a normal communication. The activity is therefore an educational research and social action activity also.

3.1.4 Character

According to Ramos (2020) in the exploratory scope, the research is applied to phenomena that are not have been previously investigated and it is of interest to examine their characteristics (p.2). Sign language as such is beginning to reverberate in the ears of Costa Ricans however, very little is known about the subject of using the Costa Rican Sign Language (Lesco) to develop soft skills and to help the inclusion on the classroom. The research desires to provide a bigger impact in the private and public institutions in Costa Rica and more importantly in the society.

3.2 Subjects and sources of information

3.2.1 Subjects

The main subjects of this investigation are the students from Saint Joseph School, the group are mixed in ages and grades since the students who are going to be part of the class will be on the summer camp of the middle of the year vacations (July). They are eleven students, and their ages range from six to ten years old. Most of those students have come from Saint Joseph preschool. At the beginning of the year of 2021 and 2022, students have shown behaviors of curiosity towards the sign language and the meaning of each phrase and words specially in the mornings when all the students have to sing the national anthem of Costa Rica in Lesco sign language, they also have asked to some teachers how to use their hands to say words in Lesco sign language.

Also, the group was selected because the students are at an age where they are susceptible to develop more empathy and altruism for people with disabilities, and more likely to feel the freedom and confidence in themselves to communicate with the non-hearing people outside the school, and also if it's the case: inside the school too.

3.2.2 Subject table

Subjects

Participants	Girls	Boys	Ages
The main participants of the investigation are 11 students from Saint Joseph School, San José Moravia, Costa Rica.	1. Subject 1. 2. Subject 4. 3. Subject 8.	1. Subject 2. 2. Subject 3. 3. Subject 5. 4. Subject 6. 5. Subject 7. 6. Subject 9. 7. Subject 10. 8. Subject 11.	1. Subject 1, 10 years old. 2. Subject 2, 10 years old. 3. Subject 3, 9 years old. 4. Subject 4, 9 years old. 5. Subject 5, 8 years old. 6. Subject 6, 7 years old. 7. Subject 7, 7 years old. 8. Subject 8, 7 years old. 9. Subject 9, 6 years old. 10. Subject 10, 6 years old. 11. Subject 11, 6 years old.

Note. Subjects selected to be in the thesis investigation

3.3 Population and sample

Based in Hernandez et al (2013) the non-probabilistic is a subgroup of the population in which the choice of elements does not depend on probability, but on the characteristics of the investigation. So, this investigation has a non-probabilistic sample, as the population observed is delimited to a group of eleven students who study at Saint Joseph School Moravia. In addition, the students were selected since and because they have previous knowledge about Lesco and, have the sensibility with the people who have a condition.

The group was selected with the technique of the convenience sampling. This technique according to the Business Research Methodology (n.d) convenience sampling (also known as availability sampling) is a specific type of non-probability sampling method that relies on data collection from population members who are conveniently available to participate in study (paragraph #1). Additionally, the group fits into the purpose of the investigation since they can be an example to the other generations of elementary and high school.

3.4 Instruments

3.4.1 Observations

An observation can be defined by Collins Dictionary (n.d) as detailed examination of something before analysis, diagnosis, or interpretation (paragraph #2). While this investigation is on course the observation will be an excellent source to get information about students' behavior in class, especially related to the understanding and meaning of the words and phrases of the LESCO sign language. There will be ten observations seen during the Lesco introduction classes, in total.

Other point of view described by Mcleod (2015) observations can also be either overt/disclosed (the participants know they are being studied) or covert/undisclosed (the research keeps their real identity a secret from the research subjects, acting as a genuine member of the group). In general, observations are relatively cheap to carry out and few resources are needed by the researcher; however, they can often be very time consuming and longitudinal (paragraph #1). The same author describes that there are three types of observations named control observation in which the researcher decides where the observation will take place, time, participants, and circumstances. The second observation is the naturalistic observation which involves studying the spontaneous behavior of participants in natural surroundings. The last observation is the participant observation, occurs when the researcher joins in and becomes part of the group (paragraph #2). Not only, during the Lesco lessons but also in other classes, it is important to observe that all the children understand the meaning of every topic teach by the teachers while they worked on it.

3.4.2 Questionnaires

For this investigation, eleven parents took a questionnaire to find their opinions and advice about the inclusive education, which may contribute to help them to have a more open mind of the actual situation in Costa Rica.

Based on the Business Research Methodology (n.d) questionnaires can be classified as both, quantitative and qualitative method depending on the nature of questions (paragraph #2). Because of this fact, the questionnaire that the teachers and parents may take will have the goal to seek for the answers that this project wants, and that is to make a conscience in the school society.

3.4.3 Interviews

Based on the Occidental College (n.d) the purpose of an interview is a conversation in which you and an employer exchange information. The objective is to get an offer for a job, and the employer's objective is to reach the following: the first step is to know what the person is going to offer, the second step is to truly know who you are, and the last step is to know the why of you should be hired in case you're looking for a job. Also, it says that the interview is a vital step to obtaining a career position and often depends on the skills in marketing of a person (p.1).

During the investigation the decision to apply an interview for the students was decided to put in action since for them it is easier to answer the questions. Also, four teachers respond to an interview with ten questions related to the Law 9822.

3.5 Criteria Operationalization

Specific Objectives	Category	Conceptual definition	Operational definition
<p>1. To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.</p>	<p>Lesco Sign Language</p>	<p>The university of Costa Rica (UCR) refers that the Costa Rican Sign Language (2016), usually abbreviated LESCO, is the native language used by non-hearing people in Costa Rica among their families (p.127).</p>	<p>The LESCO sign language in Costa Rica is a language that helps people with hearing problems or more recognized as deaf people of being able to communicate with their family, friends and even coworkers that are deaf as well or not. The mediation will be done through recorded videos of the LESCO classes.</p>

<p>2. To identify the soft skills through the sign language “LESCO.”</p>	<p>Soft Skills</p>	<p>The professor Kalyani Samantray et al (n,d). Refers that soft skills are personal attributes that enhance an individual’s interactions, career, prospects, and job performance, as long with a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes and emotional intelligence quotient, among others (p.2).</p>	<p>The soft skills are skills that play an important role in society and also inside the school society, since they are abilities that help people to form friendship-love bonds. The mediation will be done through observations.</p>
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<p>3. To apply the inclusive education through the sign language “LESCO” in the classroom of the summer vacation camp.</p>	<p>Inclusive Education</p>	<p>The United Nations (n,d) refers inclusive education as the recognition of the need to work towards "Schools for all" - institutions which include everybody, celebrate differences, support learning, and respond to individual needs (p.4).</p>	<p>The inclusive education are defined as institutions focus on giving the same opportunities in the educational process and formation towards all the students who need it either for a physical disability or another special situation. The mediation will be done through an anecdotal record.</p>
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3.6 Analysis of Data

For the analysis of data, firstly observations were made during the investigation. At the end of the investigation, interviews for the students and later for the teachers were made. In the other hand, for the parents was different since they took a questionnaire. The three instruments were a fundamental part of the data collection, the interest of the researcher was to know the people opinions and knowledge (besides the participants) of the topics related to the investigation subject. In total there were ten observations made in two weeks; observations that lasted one hour. The interviews for the students were of nine questions and for the teachers ten, as for the questionnaires for the parents of the participants were often questions as well.

4 Diagnostic of the Current Situation

4.1.1 Diagnostic of the Situation

The analysis of data facilitates the researcher to build an interpretation of the findings. The objective of the analysis and interpretation of data is to reconsider the main findings during the research made with eleven students of different grades from kinder to fourth grade that were chosen to form part of the investigation and findings during Lesco introduction classes. For instance, with the observations it can be determined whether the students are learning to use the sign language for communication and understanding, the interviews will be applied too for the students to know their thinking of the Lesco classes, among other personal questions. Finally, the questionnaire to the teacher provides a point of view from the professional eye.

4.1.2 Description of data

The participant students of this research were interviewed about their opinions related to Lesco introduction classes, this may contribute continue developing soft skills and make awareness of the importance of having an inclusive education. Besides, they were asked if they enjoy learning a different language that come from Costa Rica. The following diagrams show the answers form the observations made during the Lesco introduction class.

Interview to the students.

Mention before, an applied interview to the students was planned to continue with the recollection of data for the thesis. The students' answers are translated to English since the interview was made in Spanish.

Table 1

Question 1

Objective: To determine the educational purpose of the sign language "Lesco" in the soft skills into the inclusive education.

Question: What did you understand about what Lesco is?

Students

Answers

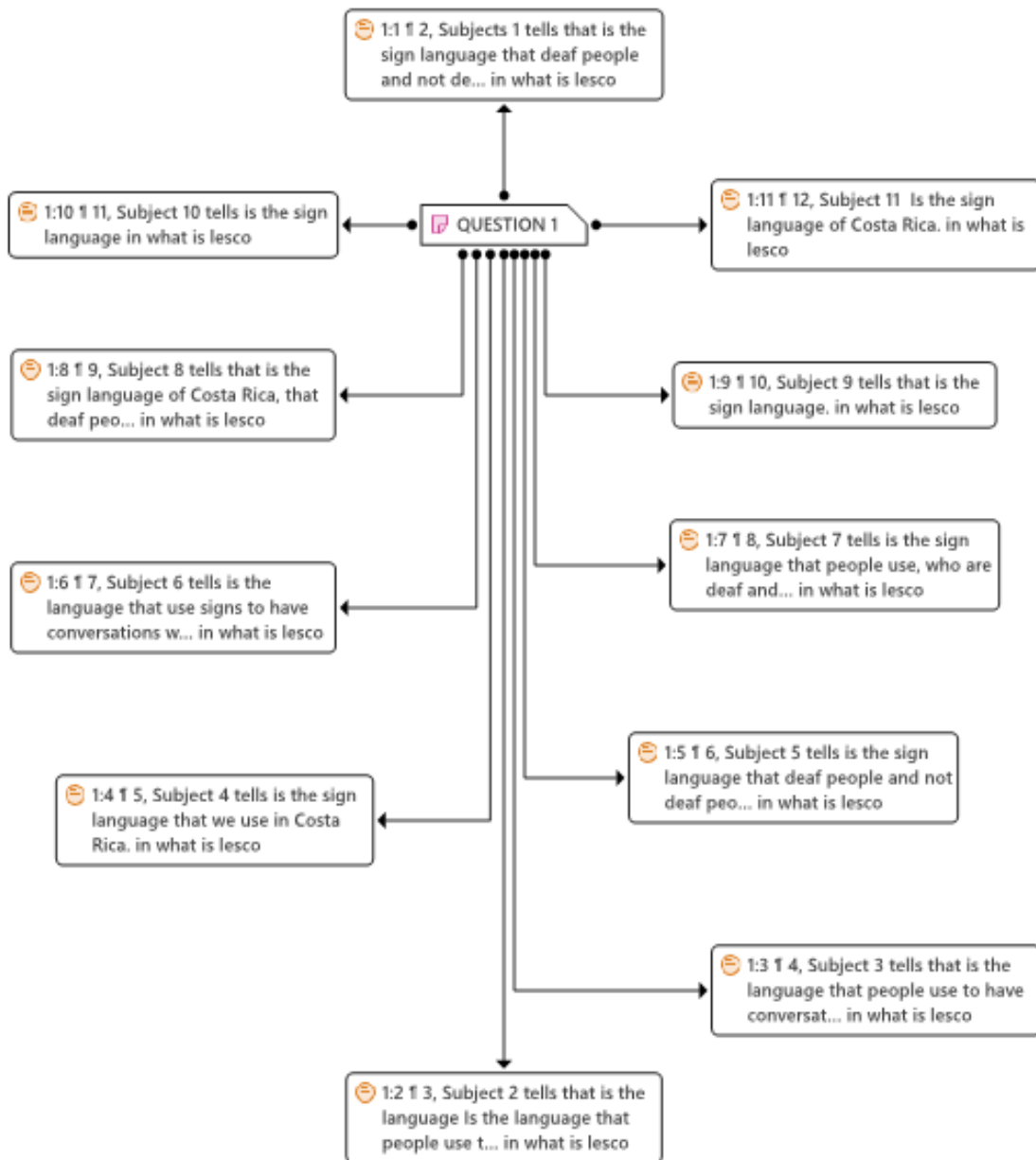
Student 1	Is the language that people use to communicate with the non-hearing people.
Student 2	Is the language that deaf people use in Costa Rica.
Student 3	Is the language that people use to have conversations with deaf people.
Student 4	Is the sign language that we use in Costa Rica.
Student 5	Is the sign language that deaf people and not deaf people use here in Costa Rica.
Student 6	Is the language that use signs to have conversations with deaf people.
Student 7	Is the sign language that people use, who are deaf and also the ones who are not deaf.
Student 8	Is the sign language of Costa Rica, that deaf people use.
Student 9	Is the sign language that people use in Costa Rica.
Student 10	Is the sign language.
Student 11	Is the sign language of Costa Rica.

Note: The survey items read as follows: What did you understand about what Lesco is?

As a general interpretation of the first question of the students interview, this information demonstrates that the students know what Lesco is, showing that the eleven subjects are aware of the use of Lesco, its principal purpose and function. Through the Lesco sign language, it was possible to have the opportunity to have an inclusive education by teaching a language of inclusion as represented by the Costa Rican sign language itself, however the use of soft skills was also important to applied in the interview since the sensitivity of the 11 children towards the deaf society made them comprehend why the use of the sign language was important to use in Costa Rica and in other countries too. It is important to add, that it was noticeable that other soft skills such as: love, empathy, assertiveness, and communication were detected when the question was asked to the 11 subjects. The answers also demonstrates that with the knowledge of the function of Lesco, the students can have Lesco not only as an inclusive language inside the school but also, outside of the school as well. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 1

Question 1



Note. The survey item read as follows: “What did you understand about what Lesco is?”

Table 2

Question 2

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Of all the topics we saw in class, which topic did you like the most? What is Lesco?

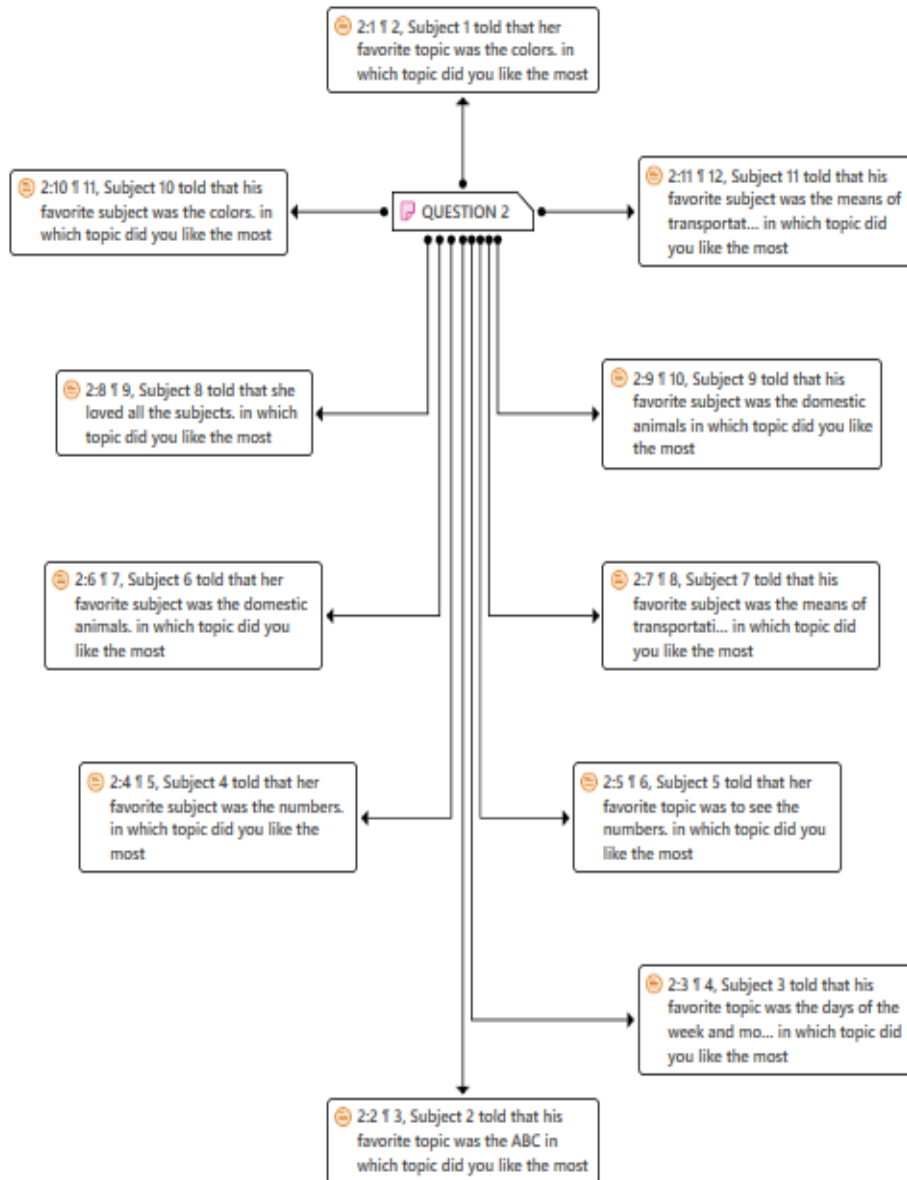
Students	Answers
Student 1	My favorite topic was the colors.
Student 2	My favorite topic was the ABC.
Student 3	My favorite topic was the days of the week and months of the year.
Student 4	My favorite topic was the numbers.
Student 5	My favorite topic was to see the numbers.
Student 6	My favorite subject was the domestic animals.
Student 7	My favorite subject was the means of transportation.
Student 8	I loved all the subjects.
Student 9	My favorite subject was the domestic animals.
Student 10	My favorite subject was the colors.
Student 11	My favorite subject was the means of transportation.

Note: The survey items read as follows: Of all the topics we saw in class, which topic did you like the most? What is Lesco?

As a general interpretation of the second question of the students' interview, this information demonstrates that the group of the eleven children like the topics seen during the vacation camp, even though some students have their own preferences. The answers also demonstrates that the Lesco Sign Language can be introduce in the classroom as any other subject, proving that inclusive education can be part inside of the schools. Just mention before, on question number 1, all the inclusive movement was possible through the Lesco Sign Language, however with the help of the soft skills the children accepted Lesco since the 11 subjects were tested to develop more the soft skills during the period in which the introductory Lesco classes were applied. For some students to make the signs that represent each word or phrase was difficult, whether it was because of the short tolerance or also because of the size of the students' fingers. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 2

Question 2



Note. The survey item read as follows: Of all the topics we saw in class, which topic did you like the most?

Table 3

Question 3

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: At some point did you feel frustrated when it was difficult for you to make a sign and which one?

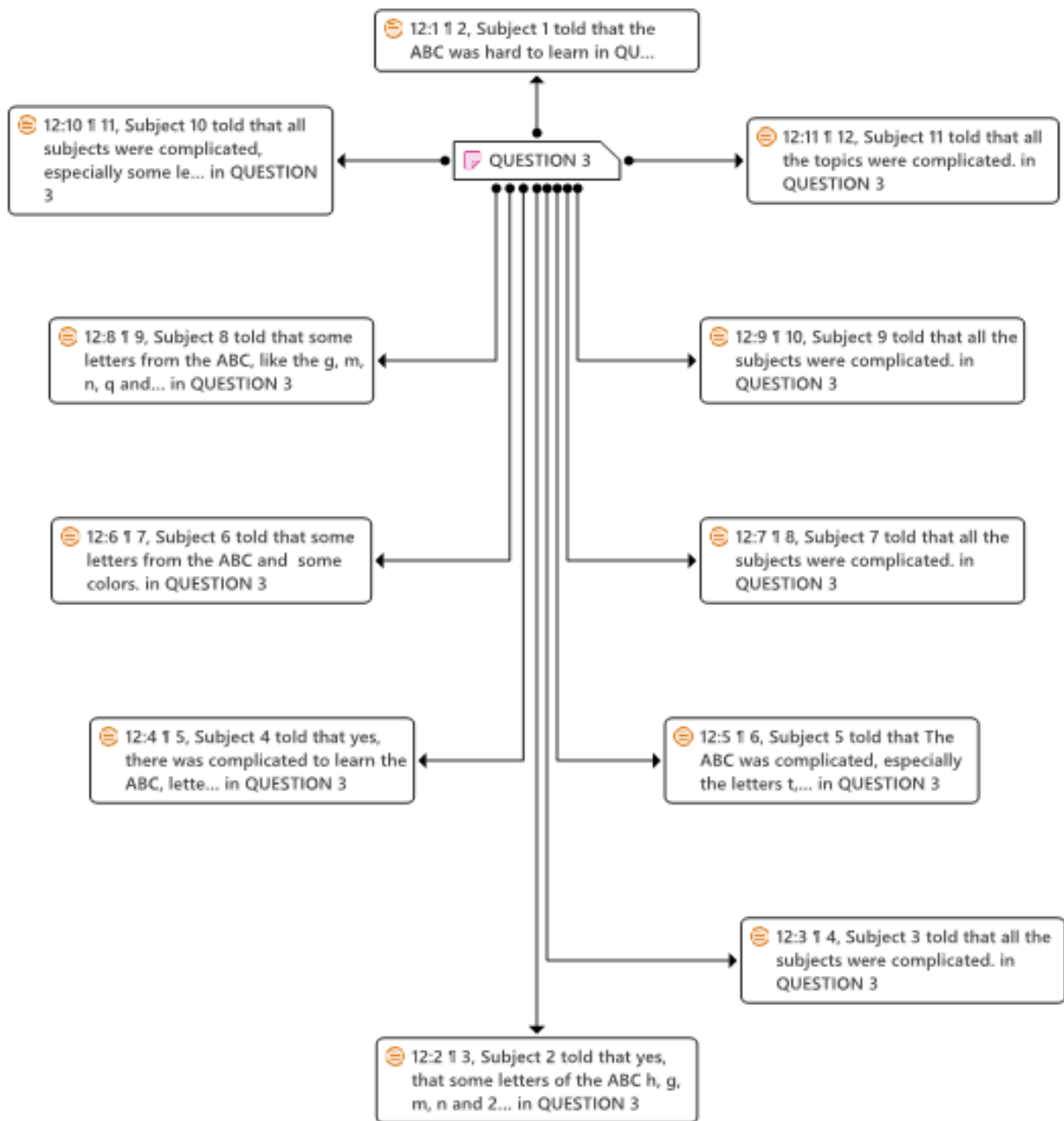
Students	Answers
Student 1	Yes, the ABC with the letters k, m, n and ñ. And, the months of the year.
Student 2	Yes, some letters of the ABC h, g, m, n and 2 months of the year.
Student 3	I think that some letters from the ABC.
Student 4	Yes, the ABC, letters h, m, n ,ñ.
Student 5	The ABC was complicated, especially the letters t, q, m, n and ñ.
Student 6	Some letters from the ABC and I think that some colors.
Student 7	Some letters from the ABC and some colors.
Student 8	Some letters from the ABC, like the g, m, n, q and ñ too,
Student 9	All the subjects were complicated.
Student 10	All subjects were complicated, especially some letters from the ABC.
Student 11	All the topics were complicated.

Note: The survey item reads as follows: At some point did you feel frustrated when it was difficult for you to make a sign and which one?

As a general interpretation of the question of the third question of the students' interview, this information demonstrates that the group have a hard time learning some signs, but it wasn't impossible either. The answers also demonstrates that the Lesco Sign Language can be introduce in the classroom as any other subject, proving that inclusive education can be part inside of the schools, since the students saw it as a language to learn while they were at the class. with the help of the soft skills the children accepted Lesco since the 11 subjects were tested to develop more the soft skills during the period in which the introductory Lesco classes were applied. For some students all the subjects seen during the vacation camp were complicated, and to accomplish all the objectives the soft skills of tolerance, adaptability, flexibility, and emotional intelligence needed to be part of the class, this, to prevent students from having stress or frustration by not being able to do the sign well. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 3

Question 3



Note. The survey item read as follows: At some point did you feel frustrated when it was difficult for you to make a sign and which one?

Table 4

Question 4

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: What soft skill do you feel was the most important in learning Lesco? And why?

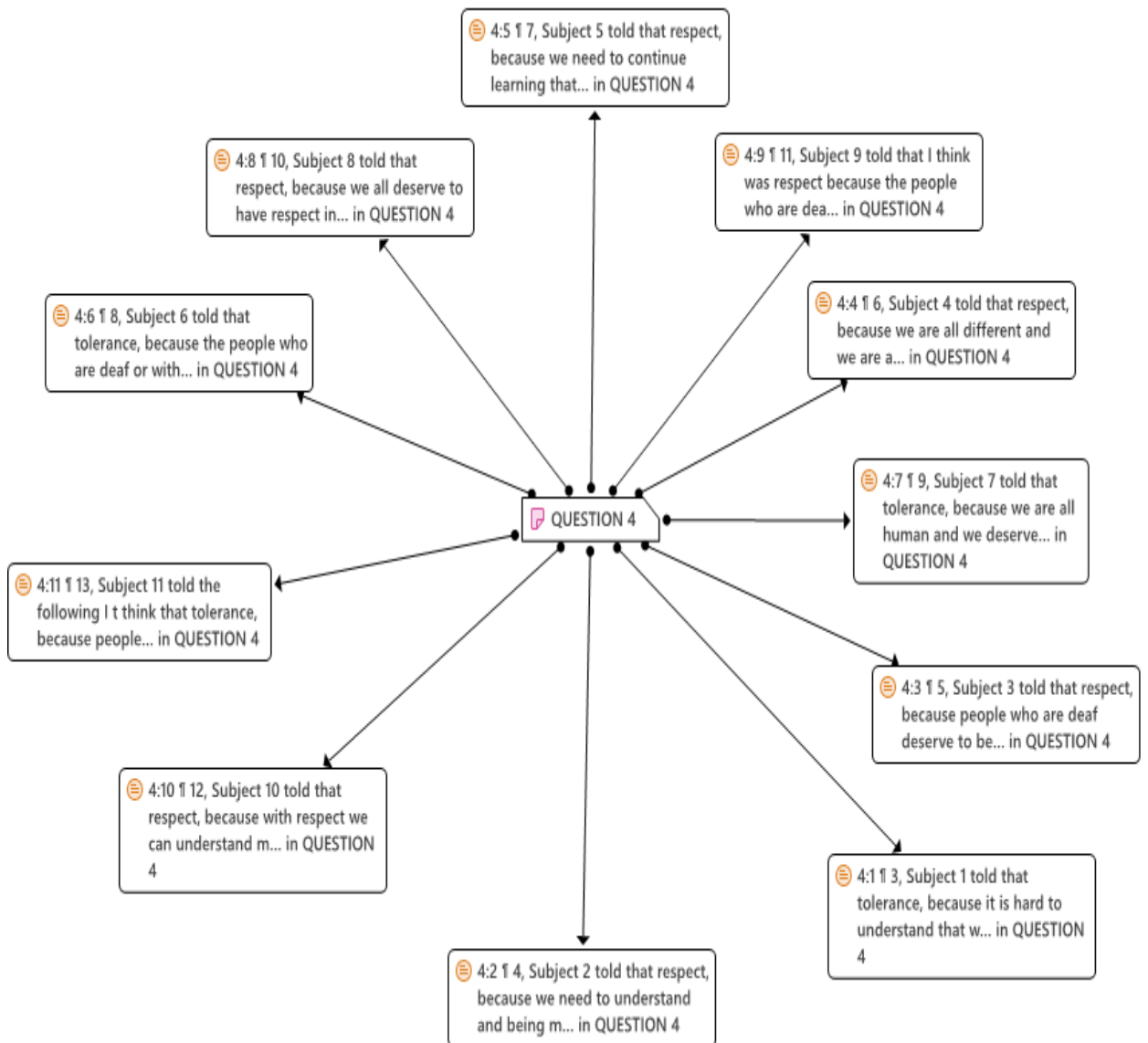
Students	Answers
Student 1	Tolerance, because it is hard to understand that we are all different.
Student 2	Respect, because we need to understand and being more respectful with people that doesn't hear.
Student 3	Respect, because people who are deaf deserve to be respected.
Student 4	Respect, because we are all different and we are also the same.
Student 5	Respect, because we need to continue learning that people with disabilities have a heart.
Student 6	Tolerance, because the people who are deaf or with any disabilities need more help from us.
Student 7	Tolerance, because we are all human and we deserve a happy life.
Student 8	Respect, because we all deserve to have respect in our lives.
Student 9	I think was respect because the people who are deaf deserve to be respected.
Student 10	Respect, because with respect we can understand more the people with disabilities.
Student 11	I t think that tolerance, because people who are deaf are different, but that doesn't make them weirdos.

Note. The survey item reads as follows: What soft skill do you feel was the most important in learning Lesco? And why?

As a general interpretation of the question of the fourth question of the students' interview, this information demonstrates that the group understand the meaning of having soft skills during the Lesco introduction classes, proving that inclusive education can be part inside of the schools, since the students saw the soft skills as a tool to work while they learnt Lesco in the summer vacation camp. The answers also demonstrates that the soft skills of tolerance and respect for the students were more important than the other soft skills applied during the investigation, since for the students themselves, these soft skills demonstrate the empathy that they can have towards a person with disabilities, such as deaf people. Finally, it should be noted that the students themselves discovered these skills more when they saw what Lesco demonstrated in each class. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 4

Question 4



Note. The survey item read as follows: What soft skill do you feel was the most important in learning Lesco? And why?

Table 5

Question 5

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you feel we should help people who are hearing impaired more? And why?

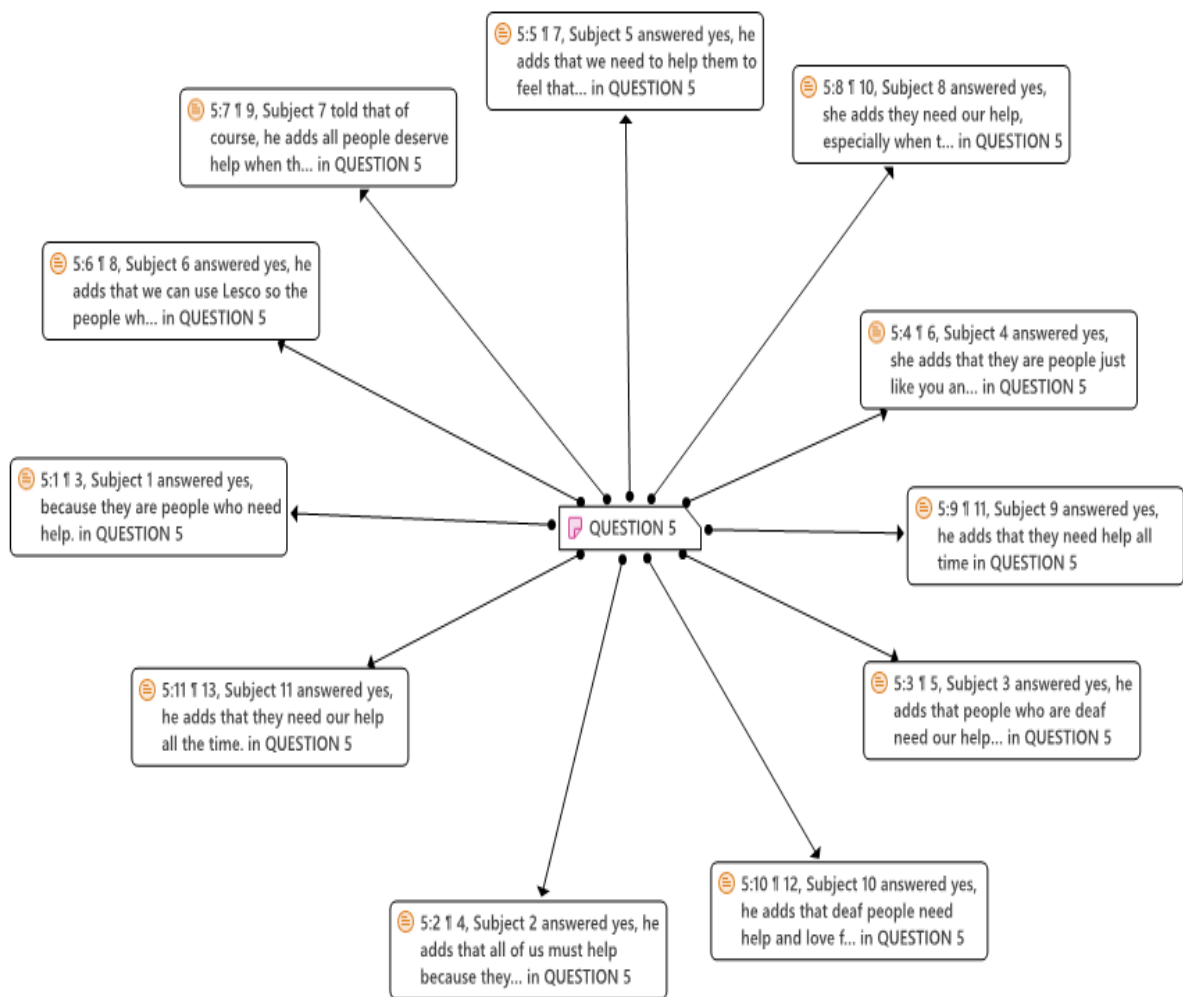
Students	Answers
Student 1	Yes, because they are people who need help.
Student 2	Yes, because they are people with disabilities.
Student 3	Of course, because they need our help.
Student 4	Yes, they are people just like me.
Student 5	Yes, we need to help them to feel that they are not alone.
Student 6	Of course, we can use Lesco so the people who are deaf can see that we want to help them.
Student 7	Of course, all people deserve that.
Student 8	Of course, they need our help.
Student 9	Of course, they need help all the time.
Student 10	Yes, deaf people need help and love from all of us.
Student 11	Yes, they need our help all the time.

Note. The survey item reads as follows: Do you feel we should help people who are hearing impaired more? And why?

As a general interpretation of the question of the fifth question of the students' interview, this information demonstrates that eleven subjects agree in different ways that it is important to help people with deafness, adding that as human beings with disabilities need more help from the people who doesn't possess any disabilities at all, proving that the group is willing to help any deaf person they might meet in the future. All this, show that the inclusiveness of the deaf people as long with Lesco can happen soon, if study programs in the schools starts to apply them. The answers also demonstrates that there are more soft skills involved that surrounds the Costa Rican sign language (Lesco) during the process of teaching, like love and empathy. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 5

Question 5



Note. The survey item read as follows: Do you feel we should help people who are hearing impaired more? And why?

Table 6

Question 6

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Why is it important that we use tolerance with people not only hearing impaired but also with any other disability?

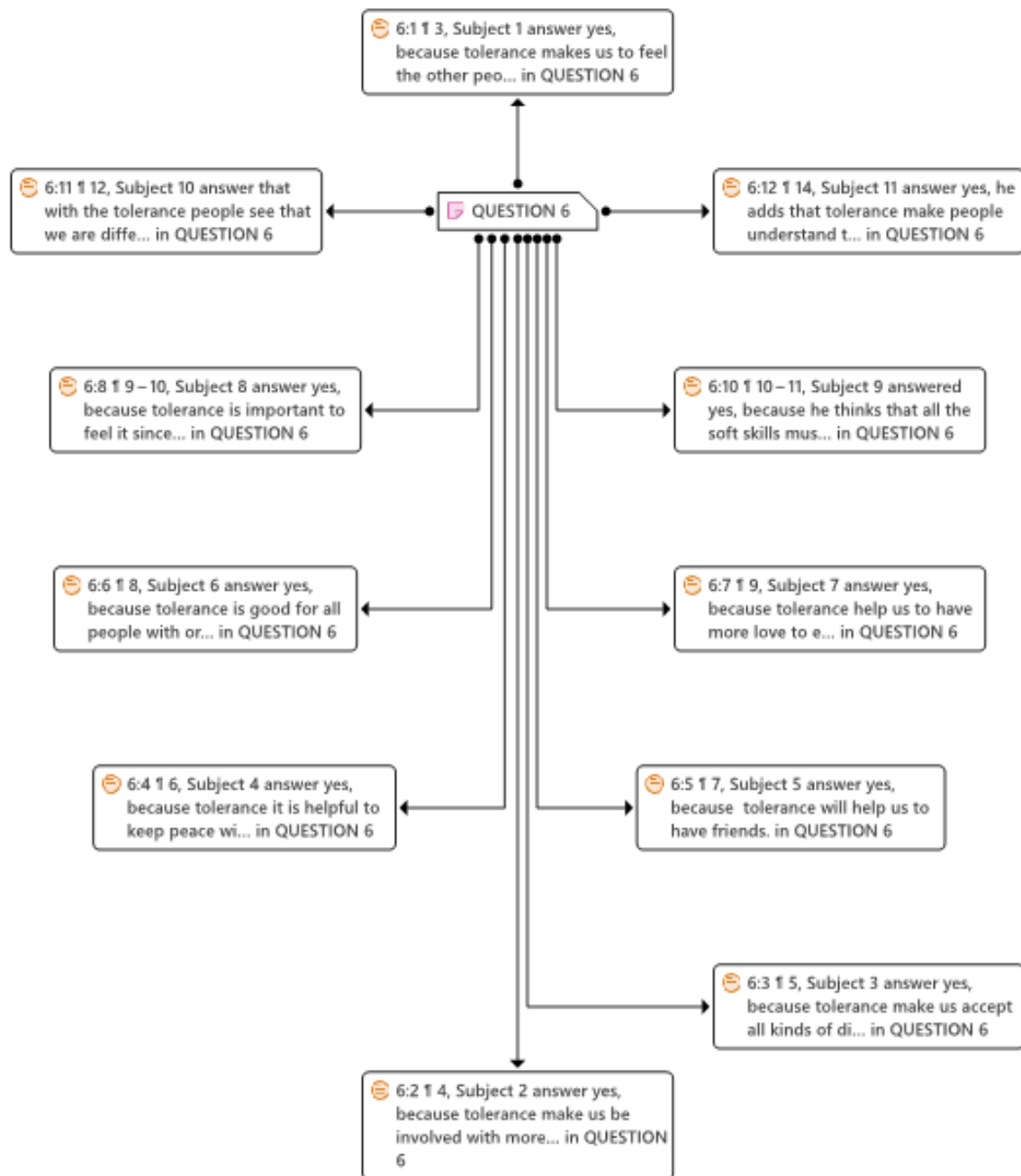
Students	Answers
Student 1	Because tolerance makes us to feel the other people.
Student 2	Because tolerance make us to be involved with more people who are different.
Student 3	The tolerance makes us accept all kinds of difference.
Student 4	Because tolerance it is helpful to keep peace with all the people in Costa Rica.
Student 5	Tolerance will help us to have friends.
Student 6	Tolerance is good for all people with or without disabilities.
Student 7	Tolerance helps us to have more love to each other.
Student 8	Tolerance is important to feel it since with that we accept all people in the world.
Student 9	I think that all the soft skills must be used, but tolerance is important also because people who are different are also like us.
Student 10	With the tolerance people see that we are different but also, we have feelings.
Student 11	Tolerance makes people understand that there are not weird people in our planet, just people with disabilities.

Note. The survey item reads as follows: Why is it important that we use tolerance with people not only hearing impaired but also with any other disability?

As a general interpretation of the question of the sixth question of the students interview, this information demonstrates that eleven subjects agree and understands the importance of using tolerance among people with disabilities, since the people who possess disabilities need more of the care of people who can help them. The answers also demonstrate that using the soft skill tolerance the inclusive education can be part of the classrooms, since the students see by their own eyes that learning Lesco is not easy, and it requires practice and discipline. It should be noted that tolerance was one of the soft skills that was most used during the period of application of the Lesco introduction classes, and in the observations as well. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 6

Question 6



Note. The survey item read as follows: Why is it important that we use tolerance with people not only hearing impaired but also with any other disability?

Table 7

Question 7

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Why is it important that we use respect with people with not only hearing disabilities but also with any other disability?

Students	Answers
-----------------	----------------

Student 1	Because the respect makes us understand each other.
-----------	---

Student 2	Because respect make us not have bully.
-----------	---

Student 3	Respect makes people being good towards each other.
-----------	---

Student 4	Respect, make people good with each other.
-----------	--

Student 5	Respect helps us to understand that people who have disabilities respect us too.
-----------	--

Student 6	Being respectful make us be good towards each other.
-----------	--

Student 7	Respect will help us to have more feelings to all people.
-----------	---

Student 8	With the use of respect, we stop wars and bullying.
-----------	---

Student 9	Is I think that all the soft skills must be used and have respect towards each other make us be good.
-----------	---

Student 10	Respect to be respected.
------------	--------------------------

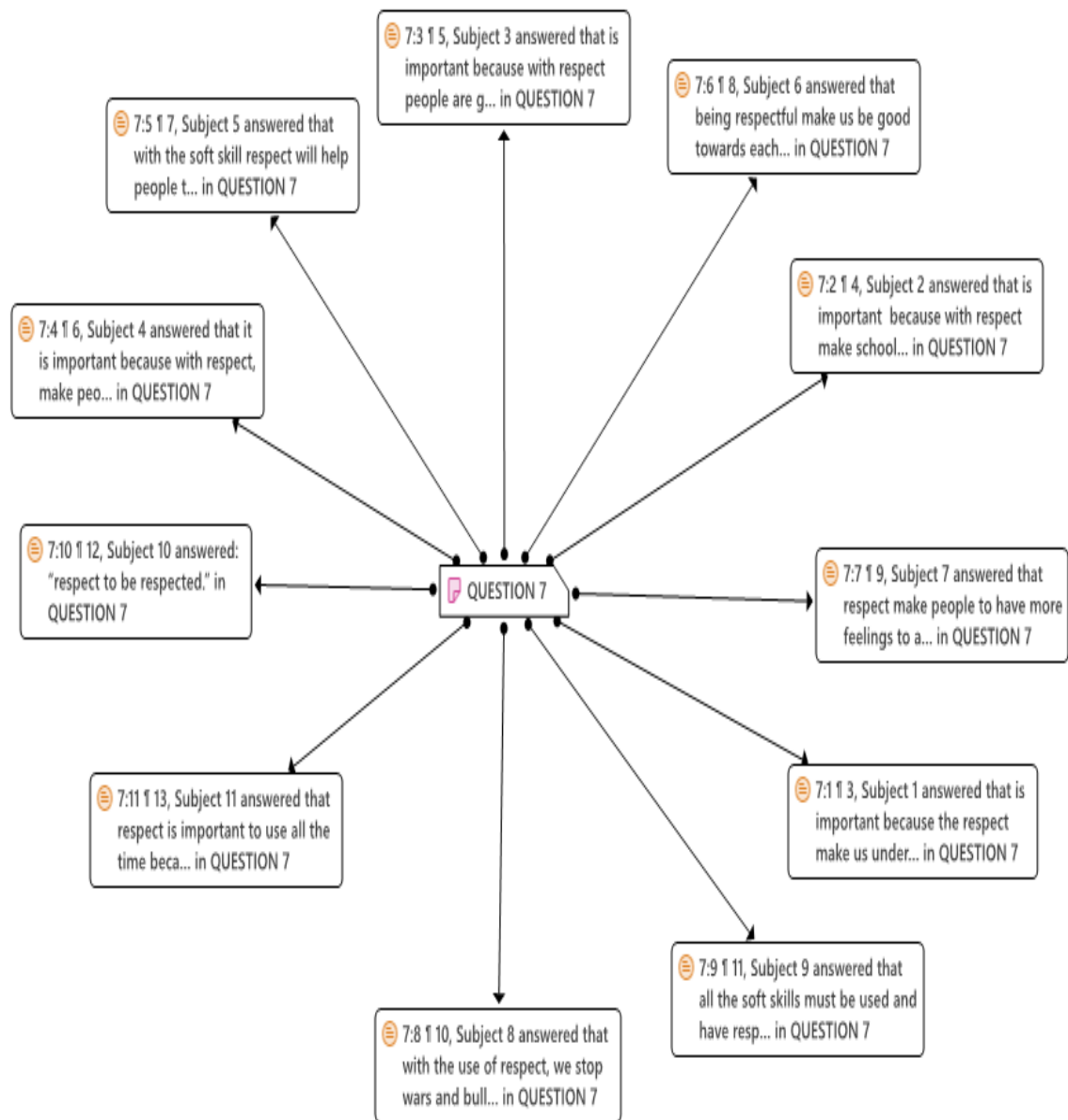
Student 11	The respect is important to use all the time because people with disabilities deserve to be respected.
------------	--

Note. The survey item reads as follows: Why is it important that we use respect with people with not only hearing disabilities but also with any other disability?

As a general interpretation of the question of the seventh question of the students' interview, this information demonstrates that eleven subjects agree and understands the importance of using respect among people with disabilities, since the students saw that people who possess hearing disabilities deserve to be respected just like another human being. The answers also demonstrate that using the soft skill of respect, the inclusive education can be part of the classrooms, since the students see by their own eyes that Lesco is a language that deserves respect and admiration while learning the language itself. It should be noted that the soft skill respect was one of the soft skills that was most used during the period of application of the Lesco introduction classes, and in the observations as well. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 7

Question 7



Note. The survey item read as follows: Why is it important that we use respect with people with not only hearing disabilities but also with any other disability?

Table 8

Question 8

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Why is it important that we use emotional intelligence with people not only hearing impaired but also with any other disability?

Students	Answers
-----------------	----------------

Student 1	Because the emotions allow us to have friends.
-----------	--

Student 2	Because the emotions make us human.
-----------	-------------------------------------

Student 3	Because the emotions are good because we can feel each other.
-----------	---

Student 4	Because the emotions will allow us to have more friends with disabilities.
-----------	--

Student 5	Because it is important to feel all the times, so we can help each other in difficult times.
-----------	--

Student 6	Because it is important to have emotions, because we can talk whenever we feel sad with a friend or a teacher.
-----------	--

Student 7	Because it is important to have emotions, so people can see that we are all loved and deserve to continue being loved.
-----------	--

Student 8	Because, with the help of the emotions, we can continue spreading love.
-----------	---

Student 9	Because with the emotions we can have a great life with people around us.
-----------	---

Student 10	Because being emotional, people comprehend that we all have feelings, and they need to value that.
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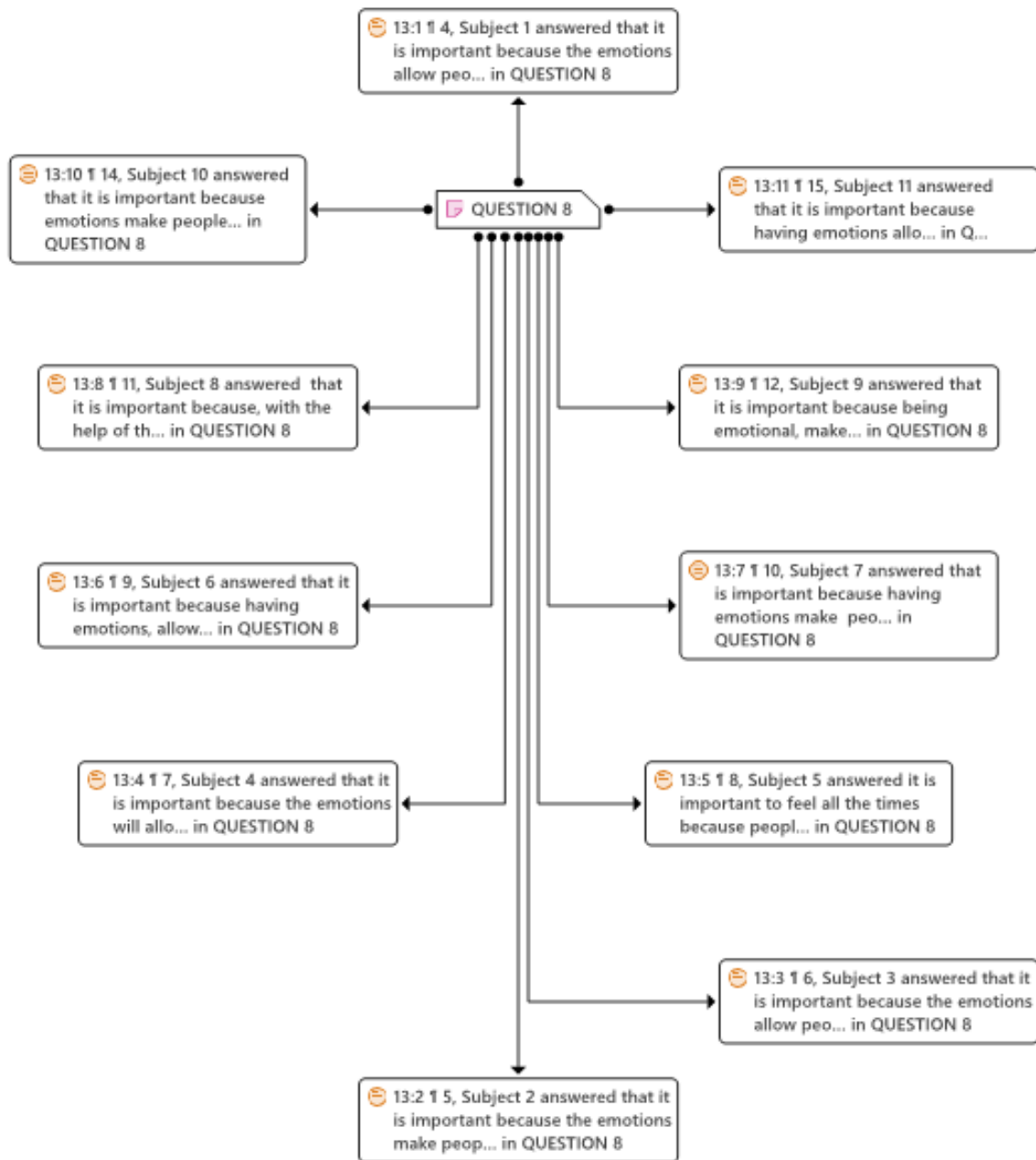
Student 11	Because having emotions allow us to feel sad, happy, or angry when people close to us are feeling that way.
------------	---

Note. The survey item reads as follows: Why is it important that we use emotional intelligence with people not only hearing impaired but also with any other disability?

As a general interpretation of the question of the eight question of the students interview, this information demonstrates just like in the sixth and seventh question was almost the same: students agree with the teacher and with each other that it is important to use emotional intelligence. The group understands the importance of using emotional intelligence among people with disabilities, since the students saw that people who possess hearing disabilities have heart and emotions just like another human being. It should be noted that the soft skill emotional intelligence was one of the soft skills that was most used during the period of application of the Lesco introduction classes, and in the observations as well. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 8

Question 8



Note. The survey item read as follows: Why is it important that we use emotional intelligence with people not only hearing impaired but also with any other disability?

Table 9

Question 9

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Would you like to continue learning to speak more in Lesco?

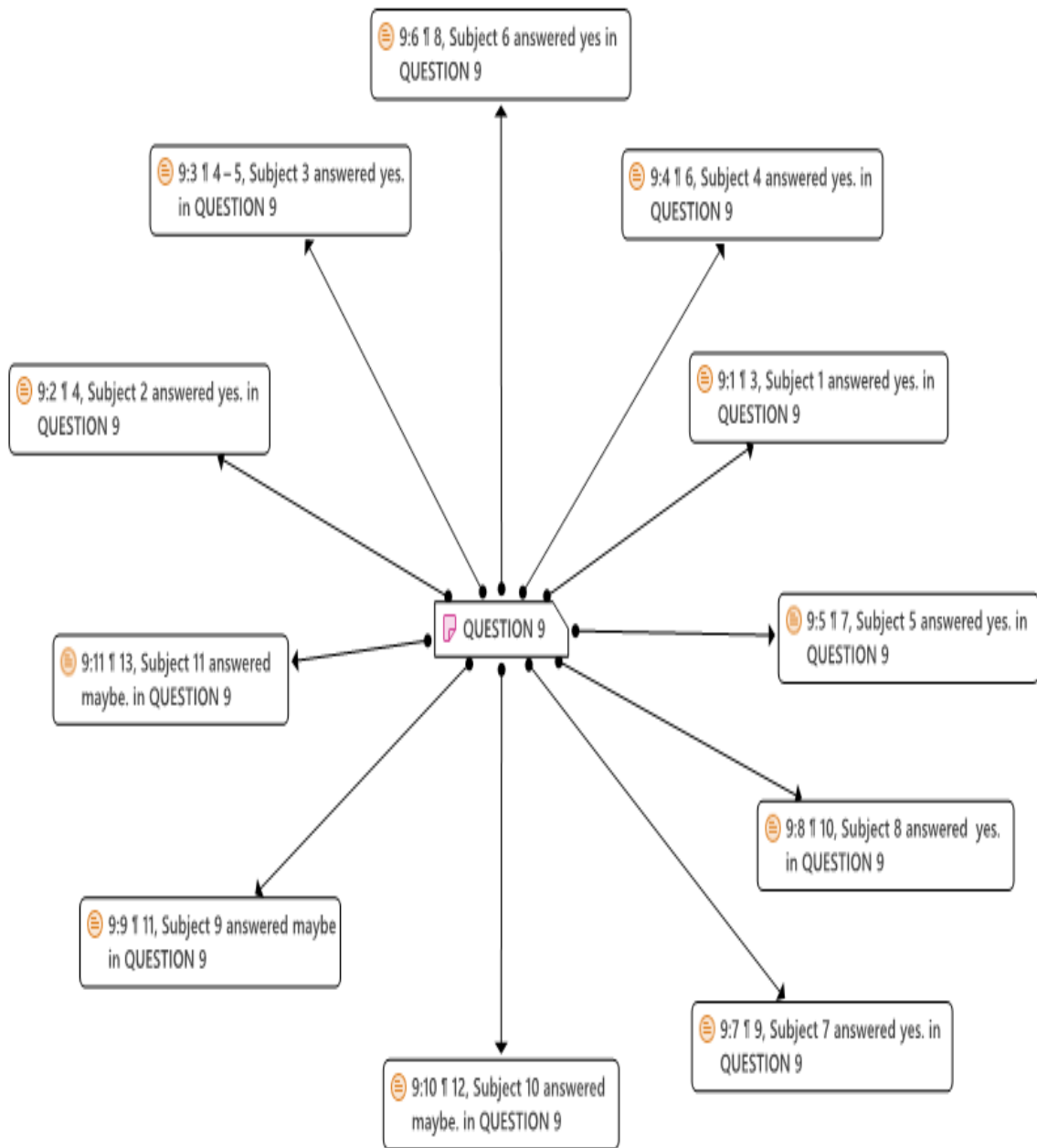
Students	Answers
Student 1	Yes, it was fun.
Student 2	I’ll love too.
Student 3	Yes.
Student 4	Yes, I want it.
Student 5	Yes, I would love to say my name to a deaf person.
Student 6	Yes.
Student 7	Yes.
Student 8	Yes.
Student 9	Maybe.
Student 10	Maybe yes.
Student 11	Maybe.

Note. The survey item reads as follows: Would you like to continue learning to speak more in Lesco?

As a general interpretation of the question of the nine question of the students' interview, this information demonstrates that the eleven subjects like the Lesco introduction classes during the vacation summer camp, even though students #9, 10 and 11 answered: "maybe", taking in consideration that those students can see sign language according to their ages. Also, the answers demonstrates that the students can have Lesco classes if the school incorporates the plan to the curriculum. Finally, it should be noted that through the Lesco, the soft skills indicated above (tolerance, respect, emotional intelligence, flexibility, and adaptability) were of great support to achieve a small taste of an inclusive education, these being a great engine for students to develop more than just the soft skills on top. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 9

Question 9



Note. The survey item read as follows: Would you like to continue learning to speak more in Lesco?

Interview to the teachers

On the other hand, there was an interview made to four of the teachers who work at Saint Joseph School. The interview had the purpose of knowing the teacher's opinion of Lesco and about the law 9822 that talks about Lesco itself, it had ten questions.

Table 10

Question 1

Objective: To determine the educational purpose of the sign language "Lesco" in the soft skills into the inclusive education.

Question: Have you heard someone talk about Costa Rican Sign Language, commonly known as: Lesco? Where? And with whom? Specify your answer.

Teachers

Answers

Teacher 1

My friend is the daughter of deaf parents, so she has always communicated in sign language.

Teacher 2

Yes, UCR staff.

Teacher 3

I have heard it from several people, co-workers and friends who study education mainly. Also, I've heard of the program: "Hands On Lesco".

Teacher 4

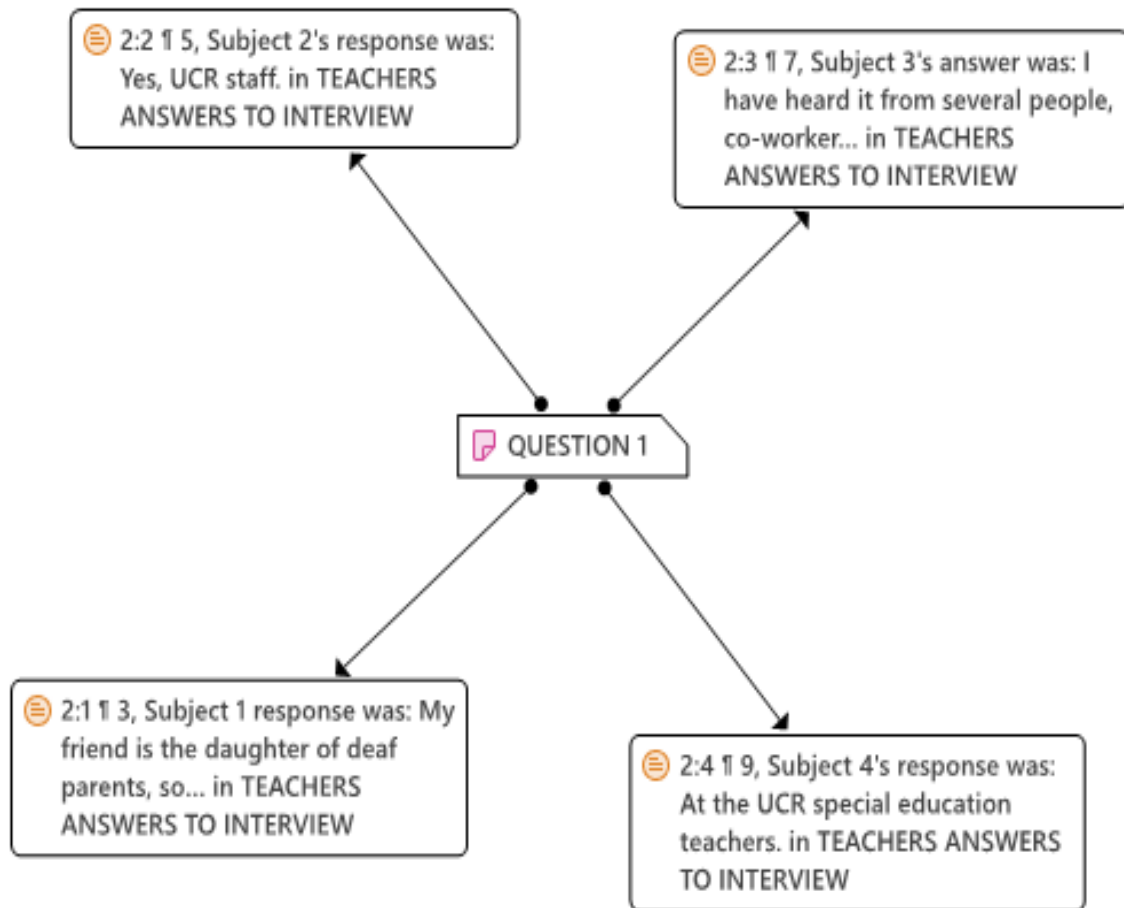
At the UCR special education teachers.

Note. The survey item reads as follows: Have you heard someone talk about Costa Rican Sign Language, commonly known as: Lesco? Where? And with whom? Specify your answer.

As a general interpretation of the teachers answers to the first question of the interview, the information demonstrates that the teachers are familiar with the significance of Lesco and, agree that they want to have the Lesco Sign Language as another language inside their classroom, the answers also demonstrates that the teachers want to be part of the movement of the inclusive education thanks to the application of the sign language of Costa Rica during the summer vacation camp. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the first question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 10

Question 1



Note. The survey item read as follows: Have you heard someone talk about Costa Rican Sign Language, commonly known as: Lesco? Where? And with whom? Specify your answer.

Table 11

Question 2

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

Teachers

Answers

Teacher 1

Sign language is Costa Rican heritage.

Teacher 2

The government supports the promotion and development of Lesco in the different educational centers.

Teacher 3

It is the law that promotes the use of Lesco.

Teacher 4

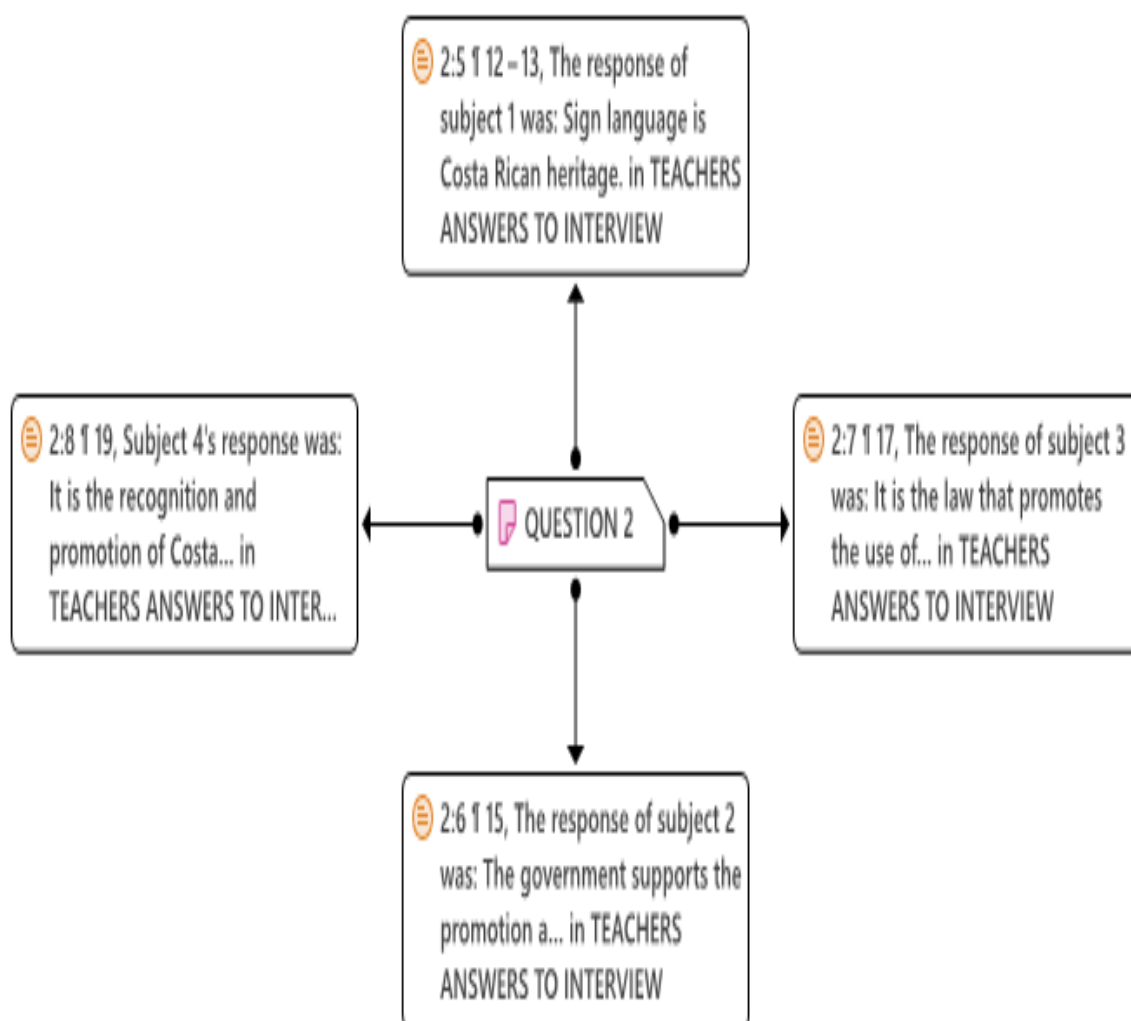
It is the recognition and promotion of Costa Rican sign language as cultural and linguistic heritage of the deaf community.

Note. The survey item reads as follows: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

As a general interpretation of the teachers answers to the second question of the interview, demonstrates that the teachers are familiar with the significance of the Law 9822: “Recognition and promotion of the Costa Rican Sign Language (Lesco)”, as cultural and linguistic heritage of the deaf community”, showing that the teachers are aware that the Law was created with the purpose of having an inclusive system with the deaf society. With that, the answers also demonstrates that the teachers want to be part of the movement of the inclusive education thanks to the application of the sign language of Costa Rica during the summer vacation camp. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the second question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 11

Question 2



Note. The survey item read as follows: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

Table 12

Question 3

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you believe that Law 9822 helps in some way to respect the rights of people with hearing disabilities? Specify your answer.

Teachers Answers

Teacher 1 Yes, it should be taught within the school curriculum so that there is true inclusion at the national level.

Teacher 2 Yes, because it protects, encourages, and promotes sign language, so that it becomes inclusive.

Teacher 3 Of course, the law works, it helps to be more aware of the needs of people who need Lesco to communicate.

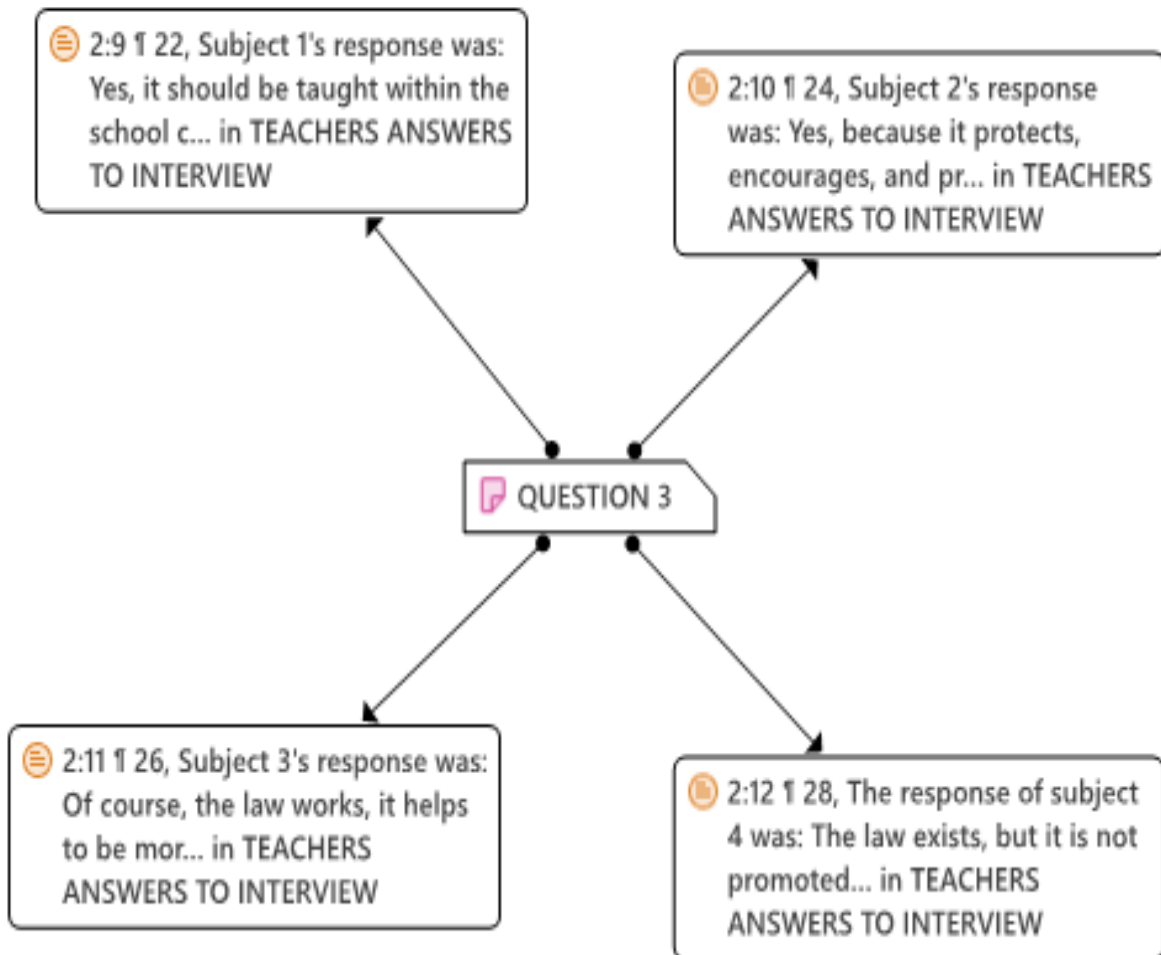
Teacher 4 The law exists, but it is not promoted as much if it were applied more often and correctly it would help them more.

Note. The survey item reads as follows: Do you believe that Law 9822 helps in some way to respect the rights of people with hearing disabilities? Specify your answer.

As a general interpretation of the teachers answers to the third question of the interview, demonstrates that the teachers know about the rights of a person with a hearing disability have, also three of them agree that the Law 9822 works, but the fourth teacher believe that it is not promoted inside the society, showing that they have different perspectives of how the Law 9822 have inclusion towards the deaf people. Also, through the sign language in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the third question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 12

Question 3



Note. The survey item read as follows: Do you believe that Law 9822 helps in some way to respect the rights of people with hearing disabilities? Specify your answer.

Table 13

Question 4

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: If there was a hearing-impaired student in your class. What would you do as a teacher to help this child during the school year? Specify your answer

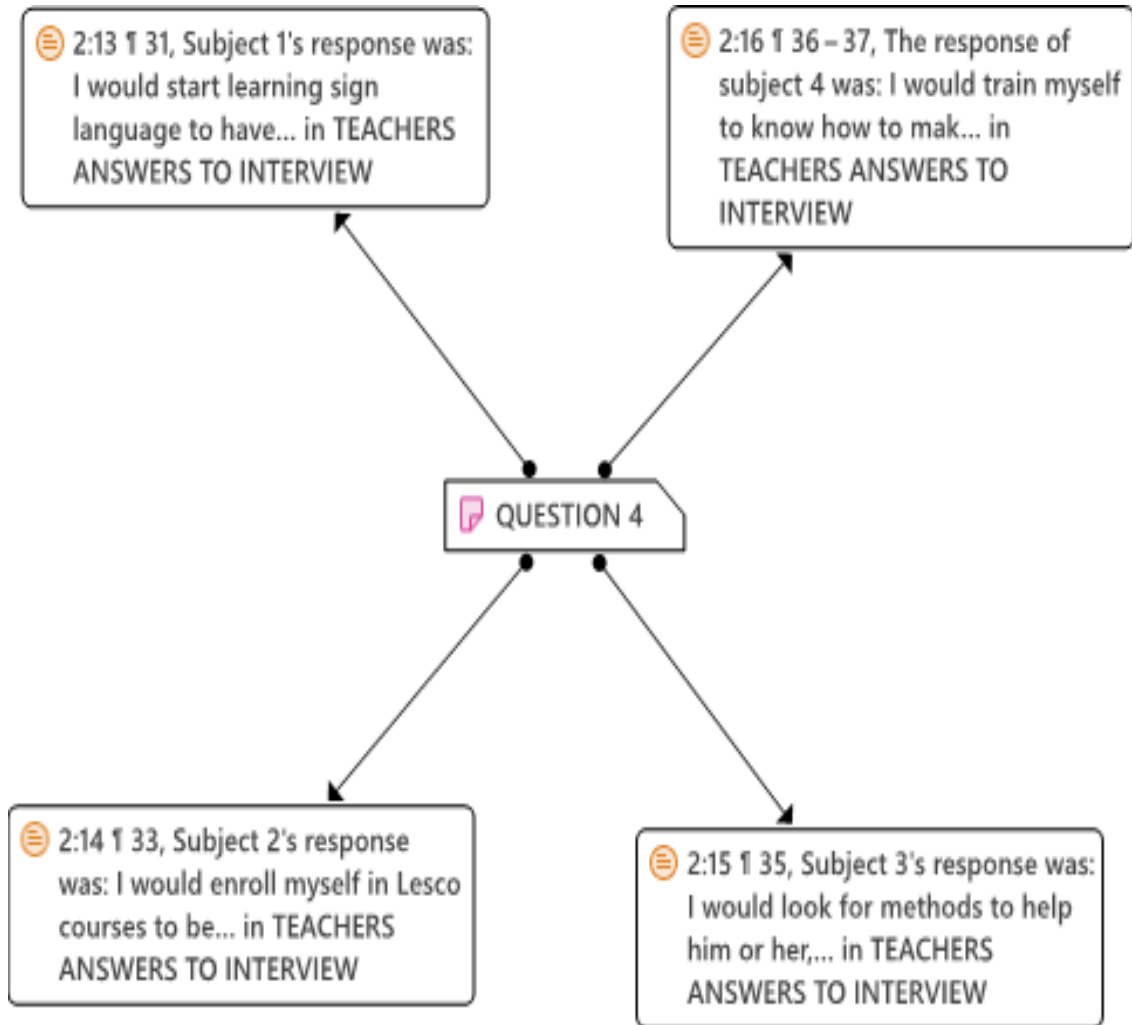
Teachers	Answers
Teacher 1	I would start learning sign language to have full communication.
Teacher 2	I would enroll myself in Lesco courses to be able to communicate with him or her.
Teacher 3	I would look for methods to help him or her, learn sign language, talk about inclusion with his classmates and even teach my students the basics of Lesco so they can communicate with the deaf child.
Teacher 4	I would train myself to know how to make their learning process effective and I would seek to learn Lesco.

Note. The survey item reads as follows: If there was a hearing-impaired student in your class. What would you do as a teacher to help this child during the school year? Specify your answer

As a general interpretation of the teachers answers to the fourth question of the interview, demonstrates that the teachers have a great sensibility towards the deaf society and the inclusive education too. Also, this information demonstrates that the teachers are willing to study Lesco and find solutions to help if there was a situation of a hearing-impairment children inside the class. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the fourth question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 13

Question 4



Note. The survey item read as follows: If there was a hearing-impaired student in your class. What would you do as a teacher to help this child during the school year? Specify your answer

Table 14

Question 5

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Stipulated in law 9822, do you know what is dictated in chapter 2 article 11? Write briefly and in your own words what you understand about it.

Teachers Answers

Teacher 1 I have no knowledge of it.

Teacher 2 If I remember correctly, it talks about bilingual education.

Teacher 3 I have no knowledge of it.

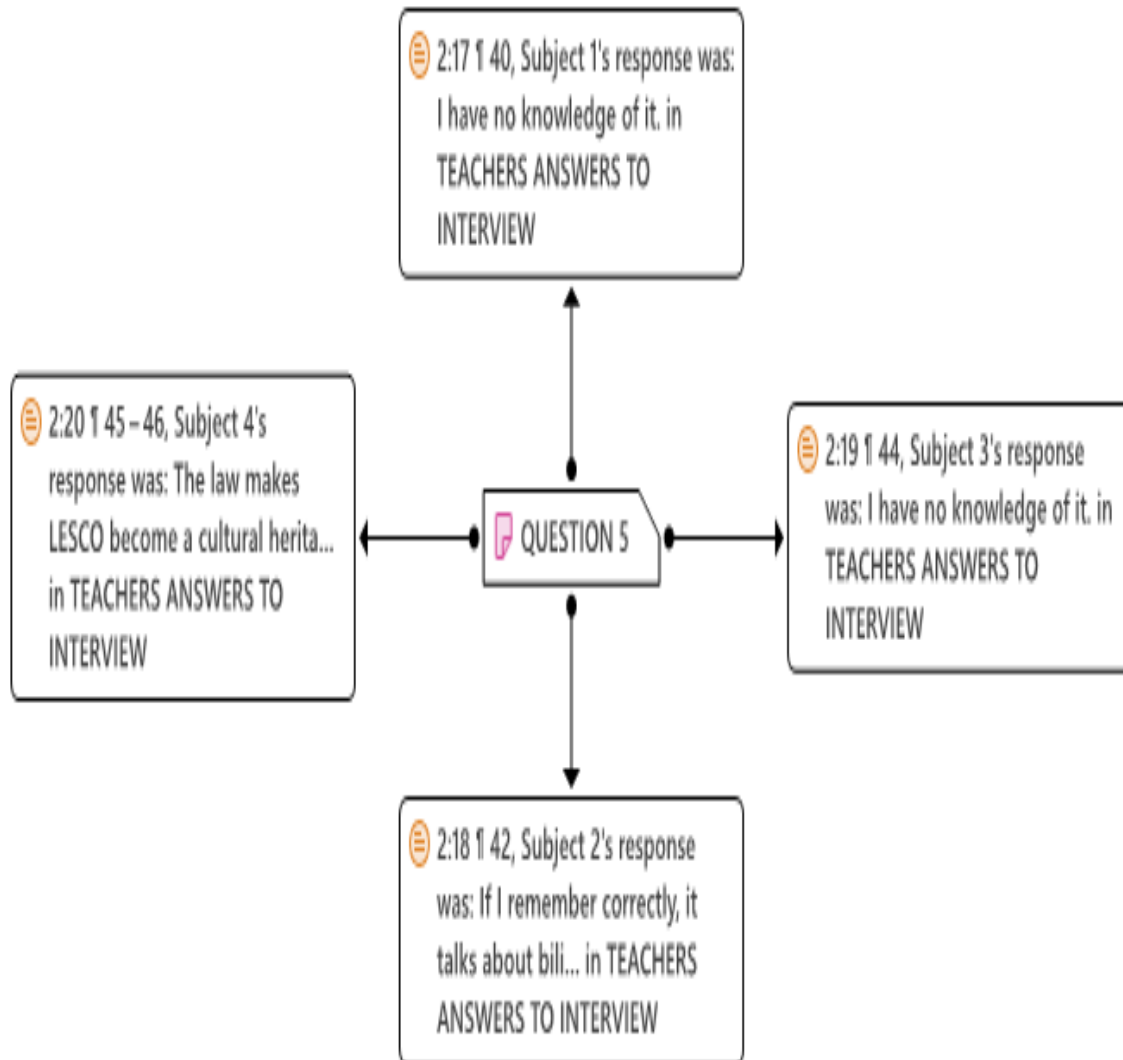
Teacher 4 The law makes LESCO become a cultural heritage and thus becomes an official part of the other languages spoken in the country.

Note. The survey item reads as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 11? Write briefly and in your own words what you understand about it.

As a general interpretation of the teachers answers to the fifth question of the interview, demonstrates that half of the teachers are familiar to the article, but the other two don't, demonstrating that they have little knowledge to the article 11 and without knowing the intention of the article, the inclusive education will be incapable of being applied. The article states the bilingual education to the deaf children of Costa Rica. Also, this information demonstrates that the teachers are willing to study Lesco and find solutions to help if there was a situation of a hearing-impairment children inside the class. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication, and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the fifth question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 14

Question 5



Note. The survey item read as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 11? Write briefly and in your own words what you understand about it.

Table 15

Question 6

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Stipulated in law 9822, do you know what is dictated in chapter 2 article 12? Write briefly and in your own words what you understand about it.

Teachers

Answers

Teacher 1

I have no knowledge of it.

Teacher 2

Lesco's learning is encouraged.

Teacher 3

I have no knowledge of it.

Teacher 4

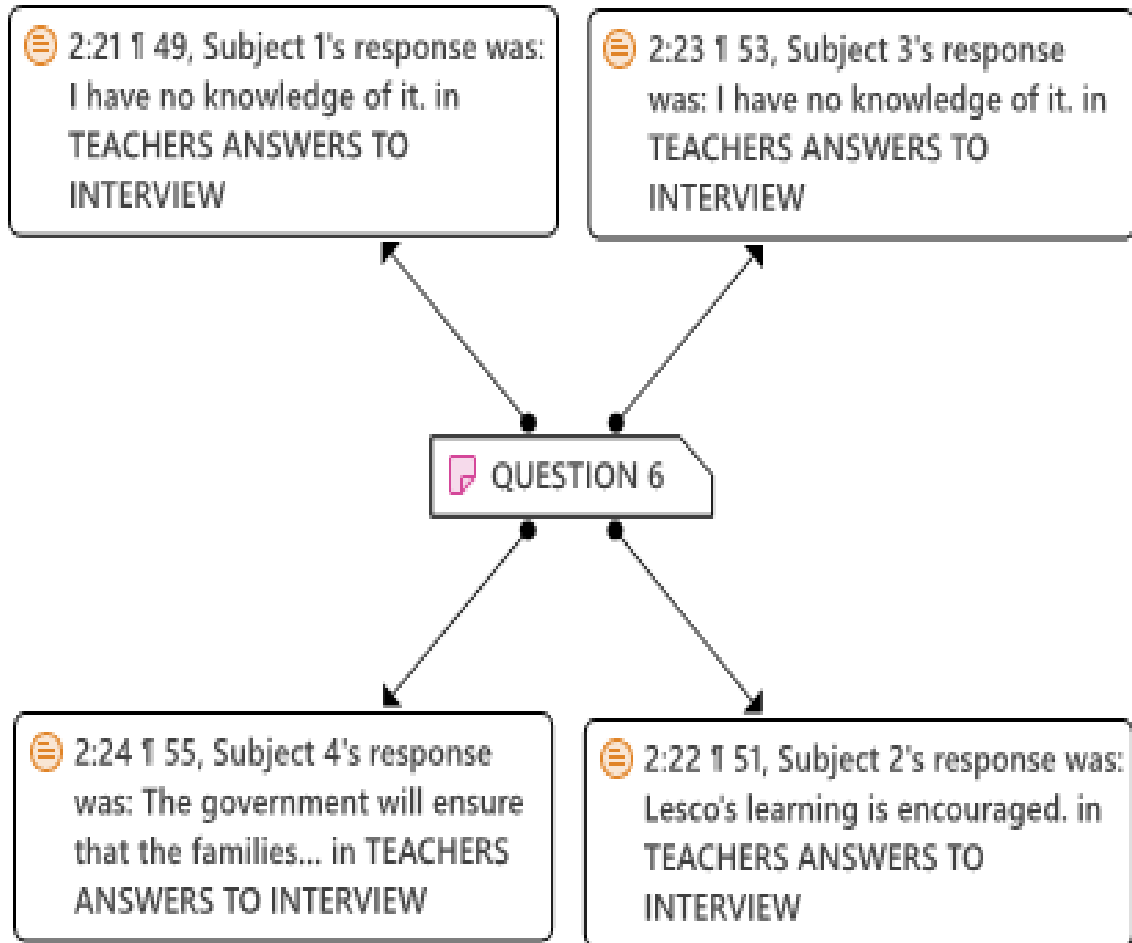
The government will ensure that the families of deaf people can learn Lesco.

Note. The survey item reads as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 12? Write briefly and in your own words what you understand about it.

As a general interpretation of the teachers answers to the sixth question of the interview, demonstrates that half of the teachers are familiar to the article, but the other two don't, demonstrating that they have little knowledge to the article 12 and without knowing the intention of the article, the inclusive education will be incapable of being applied. The article states: Lesco learning to the families with hearing impairment children. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication, and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the sixth question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 15

Question 6



Note. The survey item read as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 12? Write briefly and in your own words what you understand about it.

Table 16

Question 7

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Stipulated in law 9822, do you know what is dictated in chapter 2 article 13? Write briefly and in your own words what you understand about it.

Teachers

Answers

Teacher 1

I have no knowledge of it.

Teacher 2

It talks about the training of Lesco's language interpreters.

Teacher 3

The government will support the different educational institutions so that Lesco courses are taught.

Teacher 4

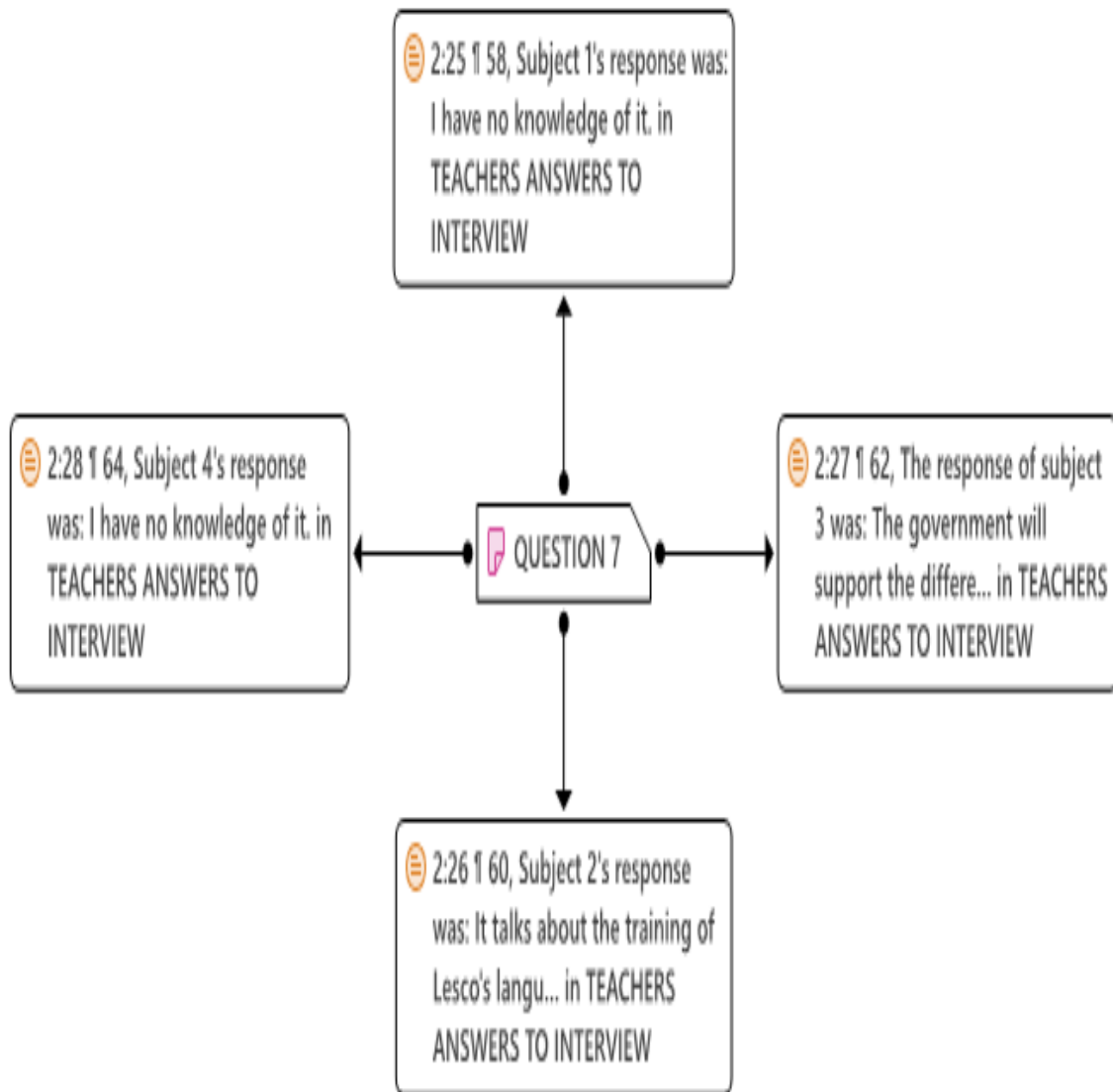
I have no knowledge of it.

Note. The survey item read as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 13? Write briefly and in your own words what you understand about it.

As a general interpretation of the teachers answers to the seventh question of the interview, demonstrates that half of the teachers are familiar to the article, but the other two don't, demonstrating that they have little knowledge to the article 13 and without knowing the intention of the article, the inclusive education will be incapable of being applied. The article states: Interpreters formation for the non-hearing impairment person. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication, and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the seventh question. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 16

Question 7



Note. The survey item read as follows: Stipulated in law 9822, do you know what is dictated in chapter 2 article 13? Write briefly and in your own words what you understand about it.

Table 17

Question 8

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you think that children in Costa Rica should learn the Costa Rican sign language to have a more inclusive society?

Specify your answer.

Teachers

Answers

Teacher 1

Yes, because in addition to promoting inclusion, other important values such as empathy would be discussed.

Teacher 2

Yes, it should be taught as a more elementary subject or at least as a complementary program to the Spanish curriculum.

Teacher 3

Yes, the law also establishes that the MEP should include the teaching of Lesco within the study plans.

Teacher 4

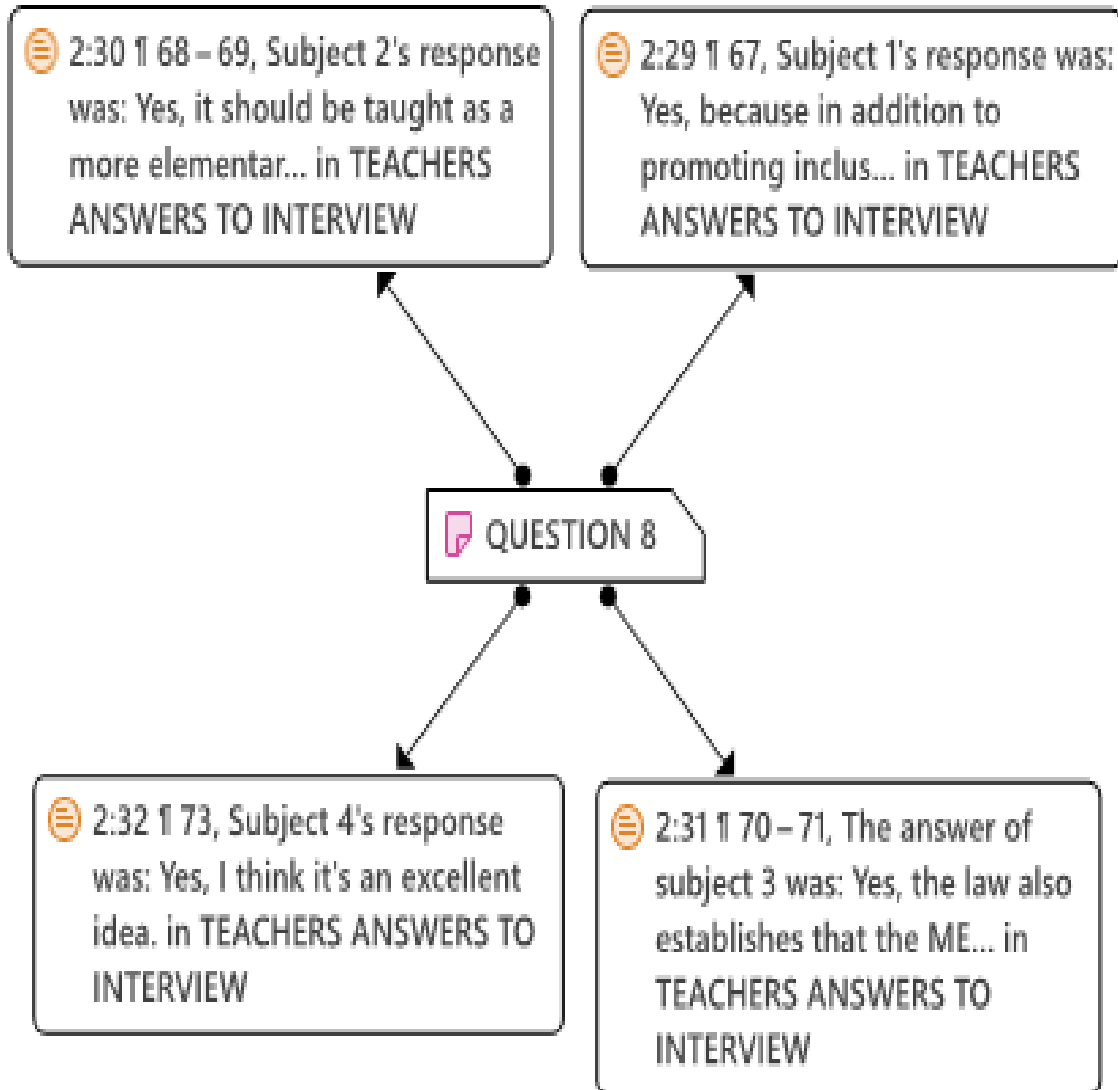
Yes, I think it's an excellent idea.

Note. The survey item read as follows: Do you think that children in Costa Rica should learn the Costa Rican sign language to have a more inclusive society? Specify your answer.

As a general interpretation of the teachers answers to the eight question of the interview, demonstrates that the teachers have a great sense of inclusion towards Lesco Sign Language and the significance that involve the language itself, and also shows that the teachers have a sensibility towards the people with hearing disability. The answers also demonstrates that the teachers want to be part of the movement of the inclusive education thanks to the application of the sign language of Costa Rica during the summer vacation camp. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the eight questions. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 17

Question 8



Note. The survey item read as follows: Do you think that children in Costa Rica should learn the Costa Rican sign language to have a more inclusive society? Specify your answer.

Table 18

Question 9

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Would you, as a teacher, be willing to learn Lesco? Specify your answer.

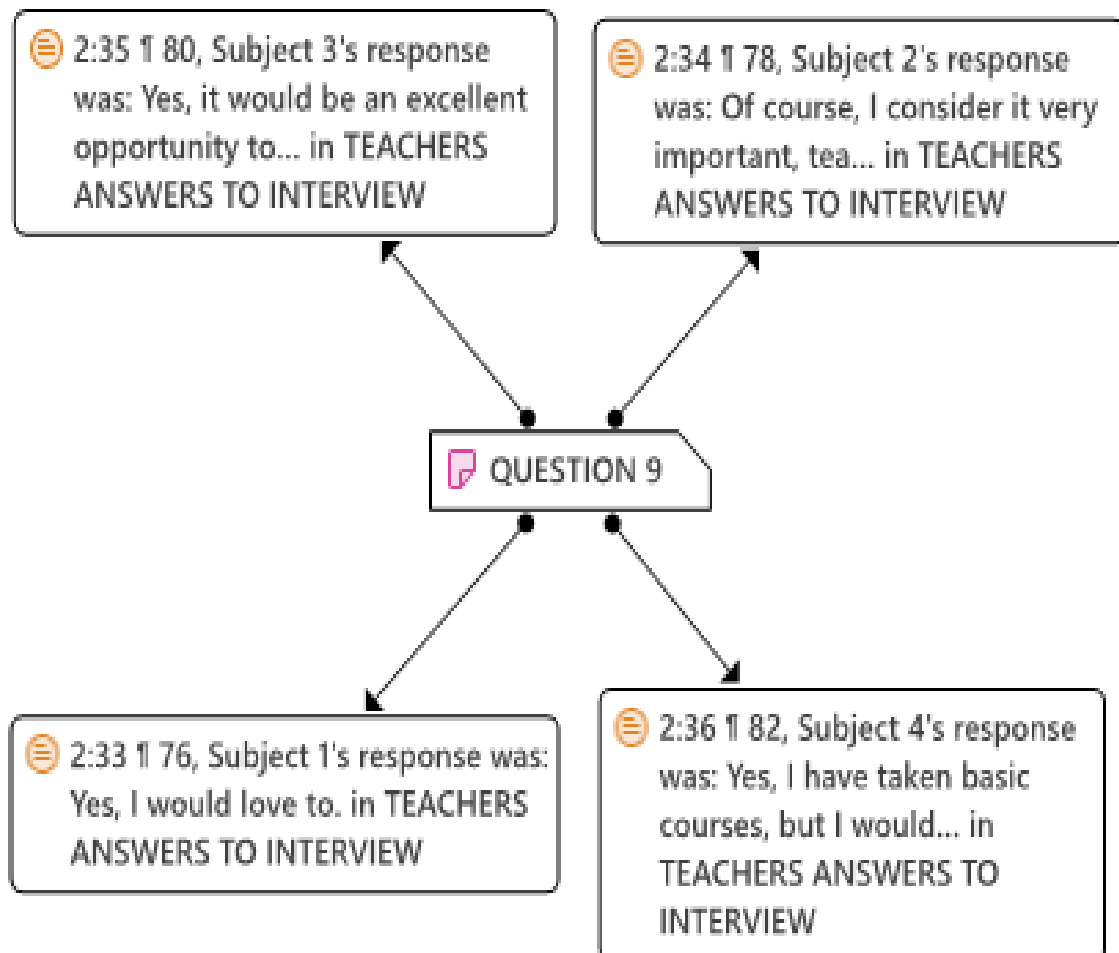
Teachers	Answers
Teacher 1	Yes, I would love to.
Teacher 2	Of course, I consider it very important, teachers should be the best example.
Teacher 3	Yes, it would be an excellent opportunity to grow as professionals.
Teacher 4	Yes, I have taken basic courses, but I would love to learn more.

Note. The survey item read as follows: Would you, as a teacher, be willing to learn Lesco? Specify your answer.

As a general interpretation of the teachers answers to the nine question of the interview, demonstrates that the teachers have a great sense of inclusion towards learning Lesco Sign Language, demonstrating that the teachers have a sensibility towards the people with hearing disability, showing that they have a great respect towards the deaf society. Also, the information shows that the four subjects agree that learning Lesco will be an excellent opportunity for them and that they are willing it to do it, because they are interested in learning. The answers also demonstrates that the teachers want to be part of the movement of the inclusive education thanks to the application of the sign language of Costa Rica during the summer vacation camp. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the nine questions. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 18

Question 9



Note. The survey item read as follows: Would you, as a teacher, be willing to learn Lesco? Specify your answer.

Table 19

Question 10

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Would you be willing to promote the learning of sign language? Be Specific with your answer.

Teachers

Answers

Teacher 1

Of course, no doubt about it.

Teacher 2

Totally agree. I think as a society we need to emphasize and promote what is truly inclusive, and sign language falls into that category.

Teacher 3

Yes, in fact when we were in COVID-19 pandemic we couldn't sing the Costa Rican national anthem, so students and teachers were taught to do it in Lesco

Teacher 4

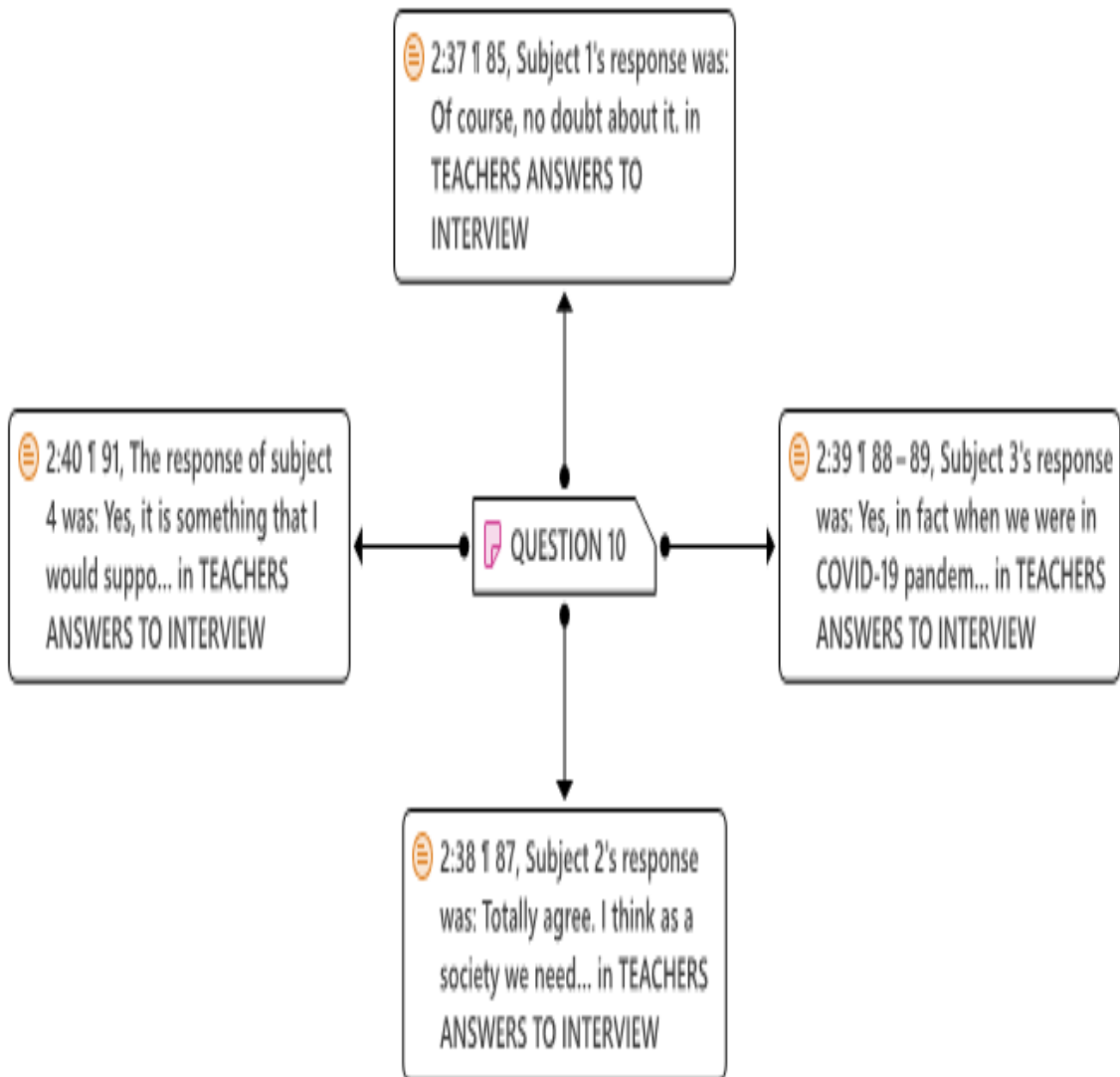
Yes, it is something that I would support and promote on the professional and personal level.

Note. The survey item read as follows: Would you be willing to promote the learning of sign language? Be Specific with your answer.

As a general interpretation of the teachers answers to the ten question of the interview, demonstrates that the teachers are in favor of stimulating the Lesco sign language, to continue with the promotion of having a more open inclusive education in Costa Rica. The answers also demonstrates that the teachers want to be part of the movement of the inclusive education thanks to the application of the sign language of Costa Rica during the summer vacation camp. Through the sign language, in addition to the soft skills mentioned before (tolerance, respect, emotional intelligence, flexibility, and adaptability) some other soft skills came to light, just like communication and positive attitude of the four selected teachers, since they were happy, thrilled, and willing to answer the nine questions. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 19

Question 10



Note. The survey item read as follows: Would you be willing to promote the learning of sign language? Be Specific with your answer.

Questionnaire for the parents

Lastly, there was a questionnaire made to the eleven parents of the subjects. The interview had the purpose of knowing the parents opinion about the inclusive education, it had nine questions.

Table 20

Question 1

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Have you heard someone talk about Costa Rican Sign Language, commonly known as: Lesco? Where? And with whom?
Specify your answer.

Parents	Answers
Parent 1	Yes, in the television.
Parent 2	Yes, in the social media.
Parent 3	Yes, through press conferences.
Parent 4	Yes, a cousin has spoken of the subject and also in the press conferences.
Parent 5	Yes, in television.
Parent 6	Yes, in television.
Parent 7	Yes, since the concert of Coldplay.
Parent 8	Yes, in the social media and television.

Parent 9 Yes, in the social media and television.

Parent 10 Yes, in the social media and television.

Parent 11 Yes, in the UCR.

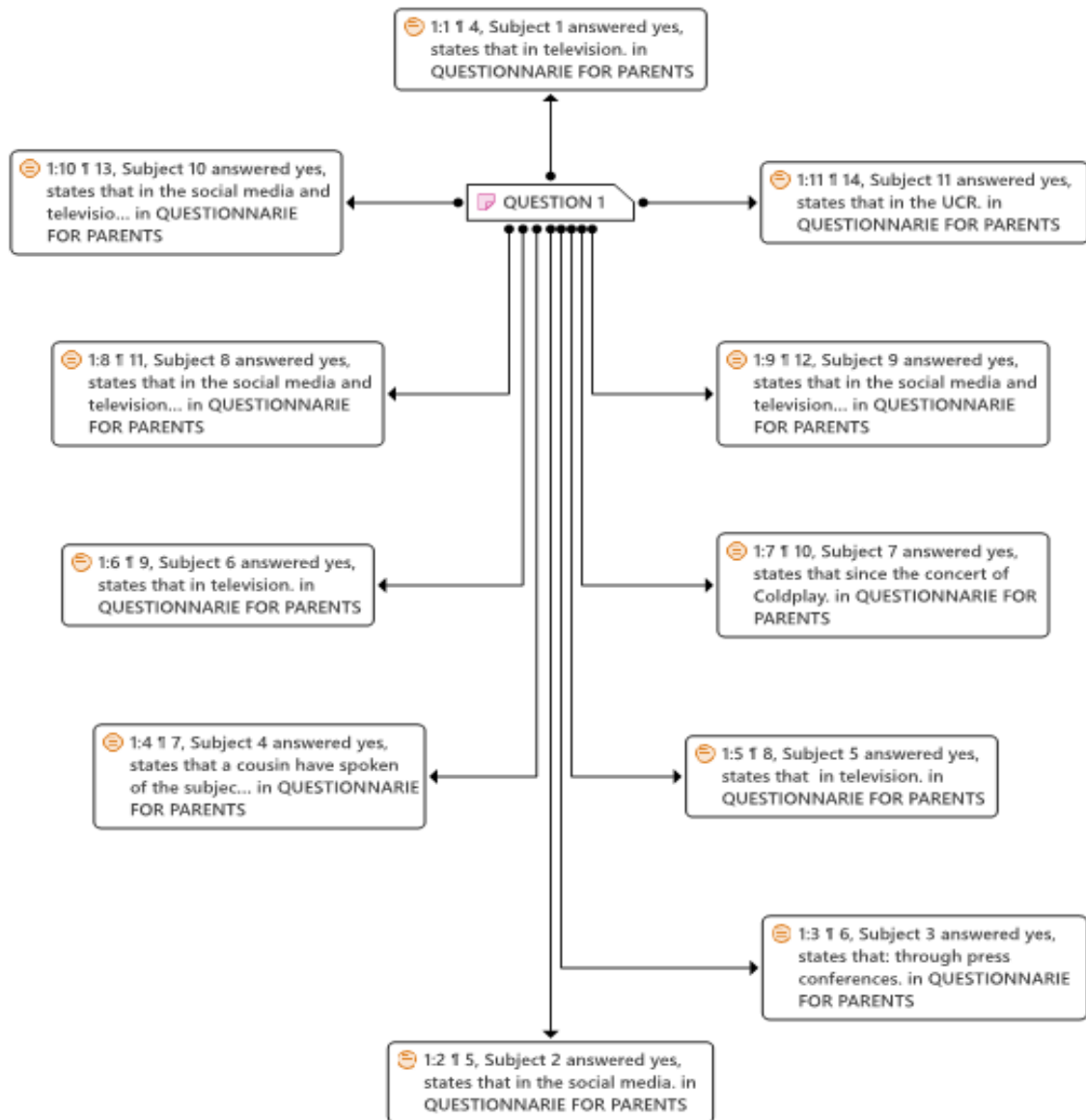
Note. The survey item read as follows: Have you heard someone talk about Costa Rican Sign Language, commonly known as:

Lesco? Where? And with whom? Specify your answer.

As a general interpretation of the first question of the parents questionnaire, the information demonstrates that the group of the eleven parents are aware of the use of Lesco in Costa Rica. The answers also demonstrates that the Lesco Sign Language can be introduce in the classroom as any other subject, since the sign language itself have shown appearance inside the society and during important events in Costa Rica. Just mention before in the other interviews, all the inclusive movement was possible through the Lesco Sign Language since it is seen as an inclusive language inside the Costa Rican society and it was noticeable that the 11 parents use other soft skills to answer the first question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 20

Question 1



Note. The survey item read as follows: Have you heard someone talk about Costa Rican Sign Language, commonly known as: Lesco? Where? And with whom? Specify your answer.

Table 21

Question 2

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

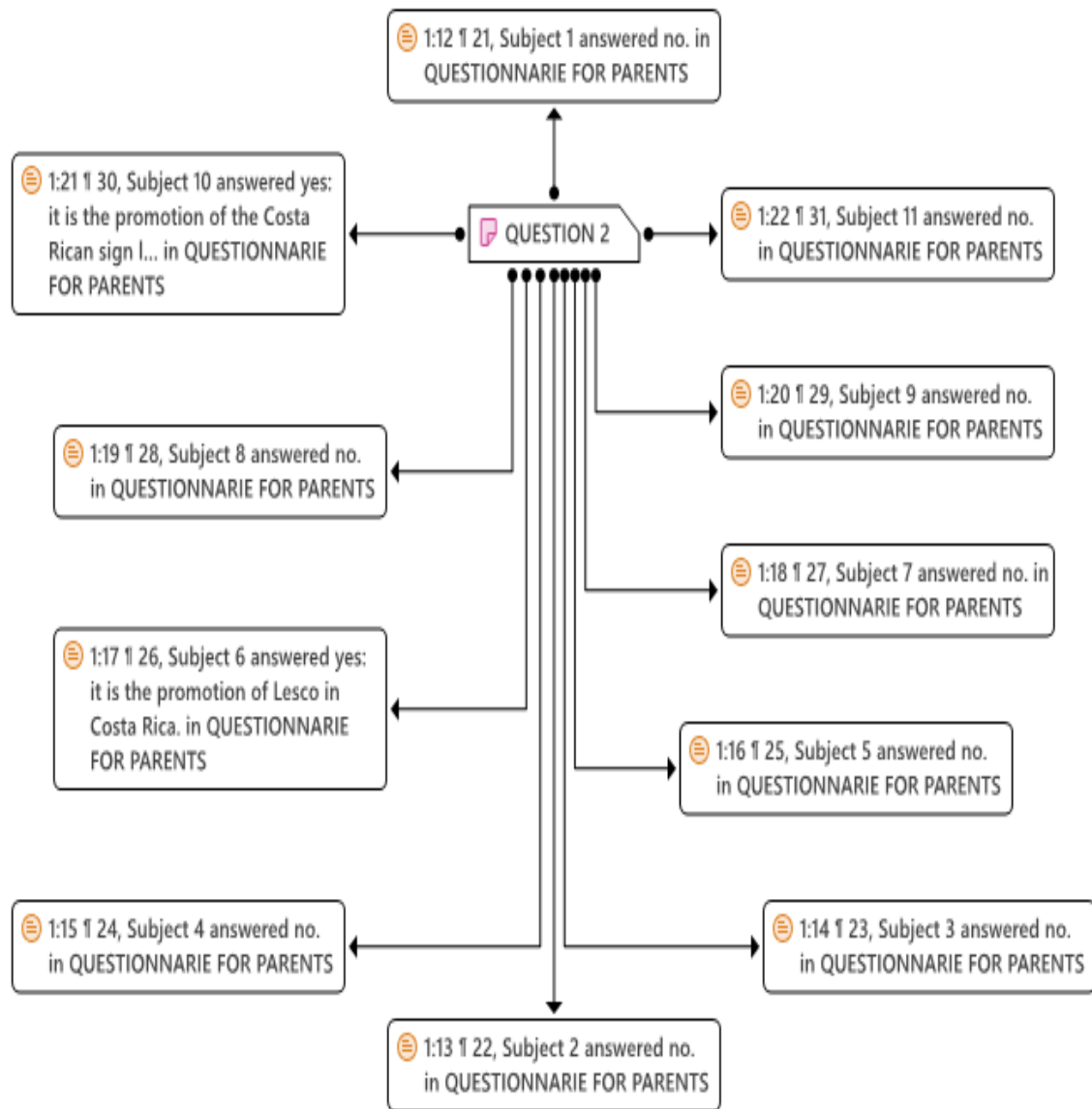
Parents	Answers
Parent 1	No.
Parent 2	No.
Parent 3	No.
Parent 4	No.
Parent 5	No.
Parent 6	Yes, it is the promotion of Lesco in Costa Rica.
Parent 7	No.
Parent 8	No.
Parent 9	No.
Parent 10	Yes, it is the promotion of the Costa Rican sign language: Lesco.
Parent 11	No.

Note. The survey item read as follows: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

As a general interpretation of the parents' answers to the second question of the questionnaire, demonstrates that just two of the eleven parents are aware of the use and purpose of the Law 9822 in Costa Rica. The answers, also prove that without the complete knowledge of the Law that protects and helps the deaf people rights, it will be impossible for the parents to know how the schools or even the community is helping the hearing impairment people. Mention before, to have an inclusive society it is also important to have an inclusive education to the children who possess deafness, and all the people with hearing disabilities have their own rights to be part of the society, without being excluded and discriminated. It was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 21

Question 2



Note. The survey item read as follows: Are you familiar with Law 9822 of Costa Rica? If your answer is yes, write any knowledge you have of it.

Table 22

Question 3

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you think there is more inclusion in schools for people with hearing disabilities? Specify your answer.

Parents

Answers

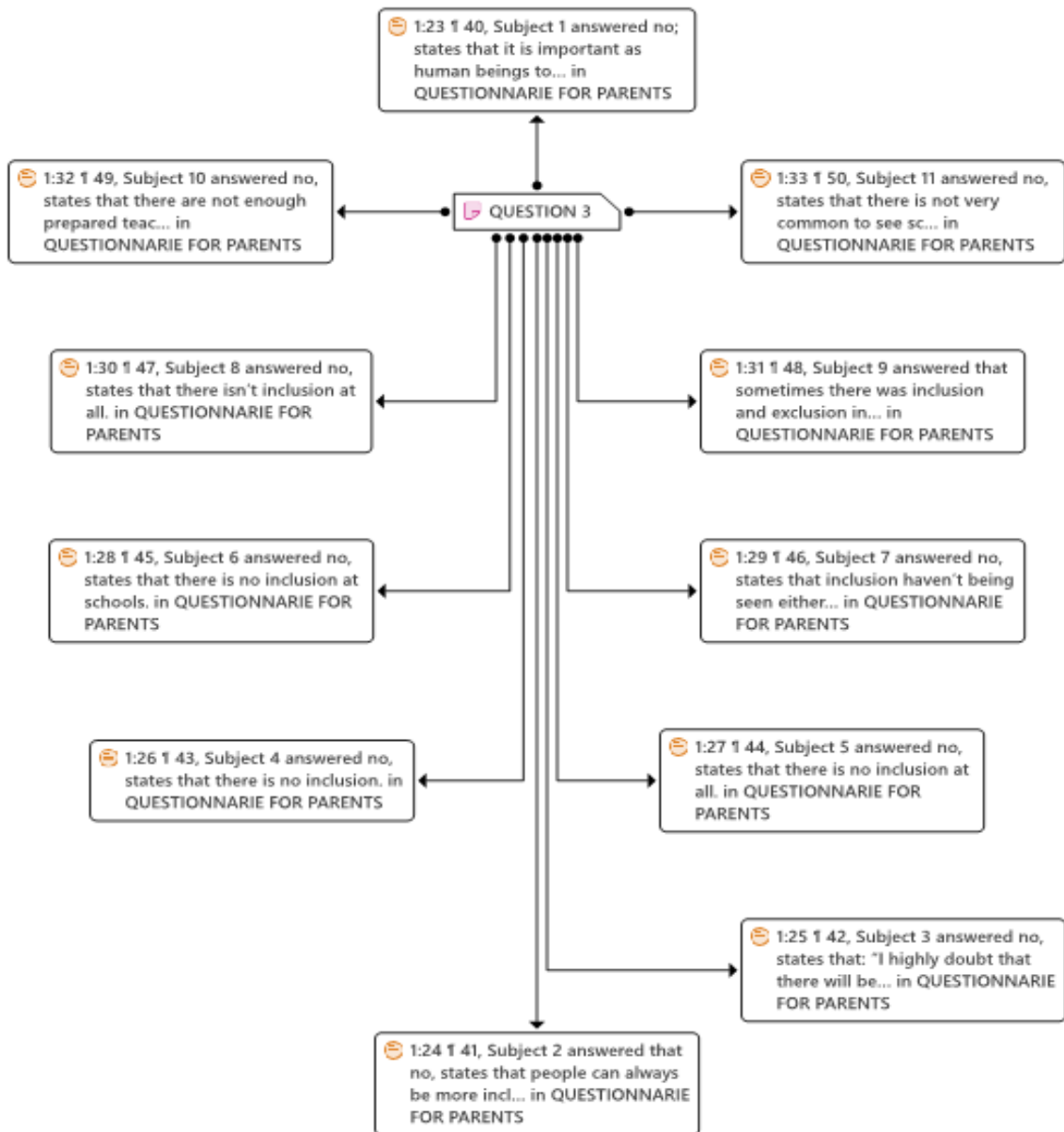
Parent 1	No, it is important as human beings to work and talk more about the inclusion and deaf people.
Parent 2	No, people can always be more inclusive if in schools talked more about the situation and how to help.
Parent 3	No, I highly doubt that there will be any inclusion at all, if there are no changes now.
Parent 4	No, there is no inclusion.
Parent 5	No, there is no inclusion at all.
Parent 6	No, there is no inclusion at schools.
Parent 7	No, inclusion haven't been seen either in public or private schools.
Parent 8	No, there isn't inclusion at all.
Parent 9	Sometimes there was inclusion and exclusion in public and private schools.
Parent 10	No, there are not enough prepared teachers to treat students with disabilities.
Parent 11	No, there is not very common to see schools with inclusion programs.

Note. The survey item read as follows: Do you think there is more inclusion in schools for people with hearing disabilities? Specify your answer.

As a general interpretation of the parents' answers to the third question of the questionnaire, demonstrates that the parents don't see any inclusion whatsoever towards the deaf people inside the schools of Costa Rica, just one of them believe that there are certain moments of inclusion but also of exclusion in private and public schools. The answers also prove that even though the law 9822 it is part of the deaf people rights, the inclusive education in privates and publics institutions is not seen; for a whole community these types of answers is something to worry about, since the guarantee of having education and culture starts on having a program that includes all people, with or without disabilities. It was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 22

Question 3



Note. The survey item read as follows: Do you think there is more inclusion in schools for people with hearing disabilities? Specify your answer.

Table 23

Question 4

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: If you have a relative with a hearing disability (specifically, if you have a child) and he or she will enter to a school, what do you expect or what would you like the institution to do for your child? in terms of inclusion. Specify your answer.

Parents	Answers
Parent 1	It will be necessary more help and preparation for the general population, to prevent the person from feeling excluded.
Parent 2	Staff and peers will need to learn to communicate at least basically with those students in a way that makes the student feel good.
Parent 3	It will be necessary educational methods that allow him to work with the rest of the children and not in a separate way.
Parent 4	It will be expected that the student has weekly sessions with the educational psychologist.
Parent 5	It will be expected that a person who knows how to speak Lesco be inside the classroom with the child all the time.
Parent 6	It will be expected that teachers and the school staff should be prepared in the Lesco area.
Parent 7	It would be likely that the child should be on an environment where he/she can communicate with the staff and their peers, and of course because of its condition don't be discriminated.

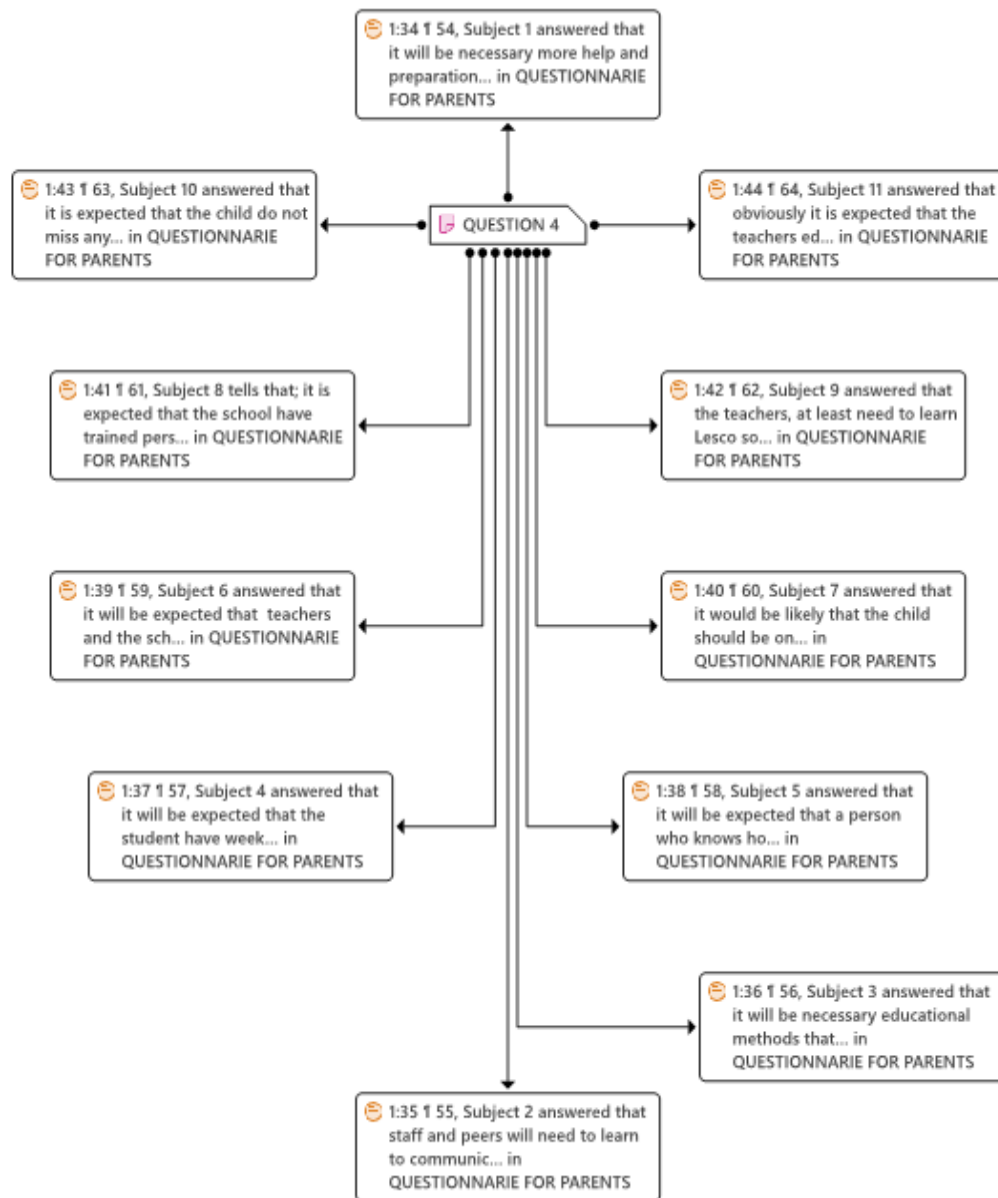
- Parent 8 It is expected that the school have trained personal so the child can understand and absorb the same information as the others.
- Parent 9 Teachers, at least need to learn Lesco so they can communicate with him/her in some way.
- Parent 10 It is expected that the child does not miss any activity due to the disability.
- Parent 11 Obviously, it is expected that the teachers educate and consider the student as just another person, always facilitating his or her insertion due to his limitation. “In life we always try to develop the potential of each person, and I would like them to do the same with my son or daughter, and for him or her to have the same possibilities as the others.

Note. The survey item read as follows: If you have a relative with a hearing disability (specifically, if you have a child) and he or she will enter to a school, what do you expect or what would you like the institution to do for your child? in terms of inclusion. Specify your answer.

As a general interpretation of the parents' answers to the fourth question of the questionnaire, the information demonstrates that the parents have awareness of having Lesco Sign Language, among other important quick and effective solution from the school, if it was the case that their children possess a hearing disability. Among all the possible solutions of the parents, the one interesting thing was the inclusive methods that they thought in terms of helping their child, proving that the inclusive education can be part of the community in which the people are, demonstrating that Cost Rica can have more inclusive schools. It was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 23

Question 4



Note. The survey item read as follows: If you have a relative with a hearing disability (specifically, if you have a child) and he or she will enter to a school, what do you expect or what would you like the institution to do for your child? in terms of inclusion. Specify your answer.

Table 24

Question 5

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Have you seen any change (in inclusion) of deaf people BEFORE 2020? Specify your answer.

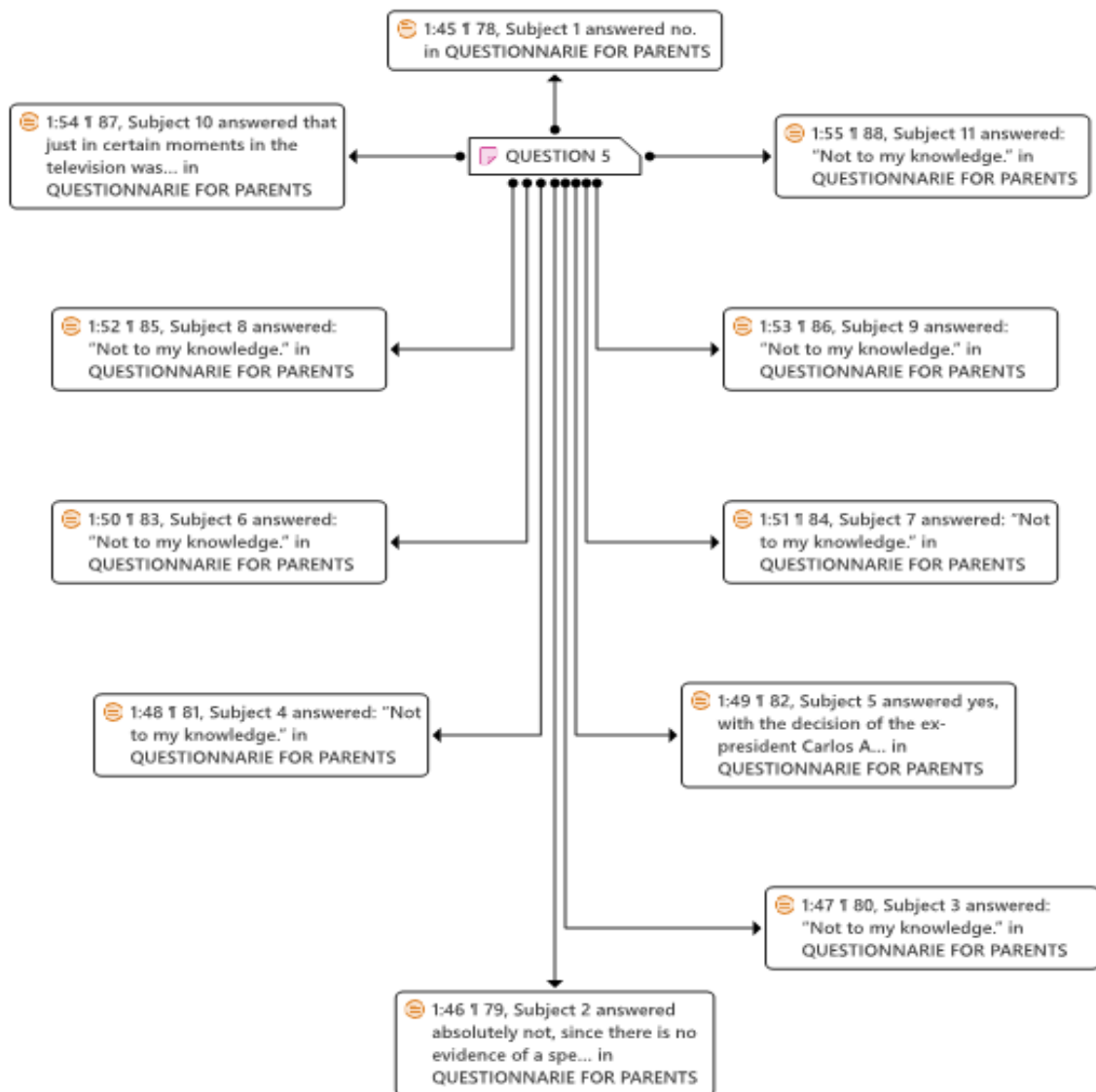
Parents	Answers
Parent 1	No.
Parent 2	Absolutely not since there is no evidence of a specific event of inclusion.
Parent 3	Not to my knowledge.
Parent 4	Not to my knowledge.
Parent 5	Yes, with the decision of the ex-president Carlos Alvarado to have a Lesco interpreter beside him.
Parent 6	Not to my knowledge.
Parent 7	Not to my knowledge.
Parent 8	Not to my knowledge.
Parent 9	Not to my knowledge.
Parent 10	Just in certain moments in the television was an interpreter on one corner of the television.
Parent 11	Not to my knowledge.

Note. The survey item read as follows: Have you seen any change (in inclusion) of deaf people BEFORE 2020? Specify your answer.

As a general interpretation of the parents' answers to the fifth question of the questionnaire, the information demonstrates that most of the parents haven't seen changes at all before the pandemic of COVID-19 happened. In the other hand, just two parents agree that there were just specific moments of change inside the society, like watching a translation of Lesco in the television or in press conferences where the ex-president Carlos Alvarado used a Lesco translator whole he was talking. The answers also prove that before 2020, Costa Rican society have little inclusion towards the deaf people, but not in the inclusive education part. Finally, it was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 24

Question 5



Note. The survey item read as follows: Have you seen any change (in inclusion) of deaf people BEFORE 2020? Specify your answer.

Table 25

Question 6

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Have you seen any change (in inclusion) of deaf people AFTER 2020? Specify your answer.

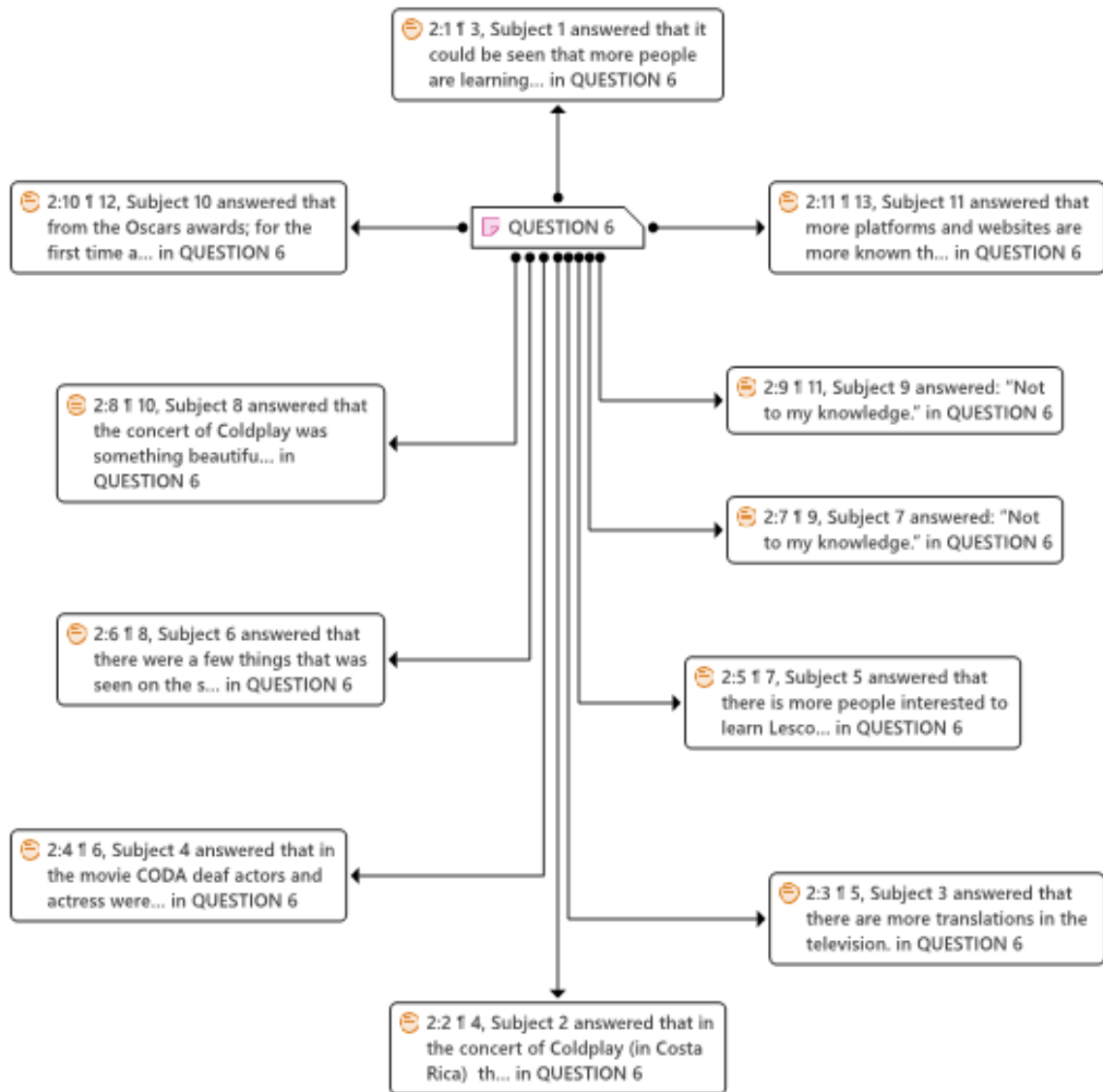
Parents	Answers
Parent 1	It could be seen that more people are learning Lesco.
Parent 2	In the concert of Coldplay (in Costa Rica) the deaf society was included.
Parent 3	There are more translations in the television.
Parent 4	In the movie CODA deaf actors and actress were in the movie.
Parent 5	There are more people interested to learn Lesco and communicate with deaf people.
Parent 6	There were a few things that was seen on the society, but not too much.
Parent 7	Not to my knowledge.
Parent 8	The concert of Coldplay was something beautiful to watch, since they give instruments to the deaf society to see and “hear” the music.
Parent 9	Not to my knowledge.
Parent 10	From the Oscars awards, for the first time a deaf actor won an Oscar.
Parent 11	More platforms and websites are more known than before.

Note. The survey item read as follows: Have you seen any change (in inclusion) of deaf people AFTER 2020? Specify your answer.

As a general interpretation of the parents answers to the sixth question of the questionnaire, the information demonstrates that just 2 of the parents haven't seen any change further after 2020. In the other hand, most of the parents have seen changes after the COVID-19 pandemic, just like in the concert activity of Coldplay, movies that involved sign language, the Oscars awards, and more likely: the interesting of the Costa Rican people of having an inclusive language. The answers also prove that after 2020, Costa Rican society have more inclusion towards the deaf people, but not too much in the inclusive education part on the schools. Finally, it was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 25

Question 6



Note. The survey item read as follows: Have you seen any change (in inclusion) of deaf people AFTER 2020? Specify your answer.

Table 26

Question 7

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you think that students should learn more about what it means to be inclusive, especially with “deaf” people?

Write your opinion.

Parents

Answers

- | | |
|-----------|--|
| Parent 1 | Of course, states that students should prepare and see the basic, so they can communicate with these people, and to see for themselves that people with deafness most time feel excluded and lonely. |
| Parent 2 | Students should learn about being inclusive but not only with deafness but with all disabilities. |
| Parent 3 | Yes, states that children with or without disabilities need to be included all the time. |
| Parent 4 | Yes, no one, absolutely no one should be discriminated. |
| Parent 5 | Making the world more inclusive is in our hands and it is our responsibility |
| Parent 6 | Yes, students should learn from an early age that people are all different but also equal. |
| Parent 7 | Yes, but including all disabilities. |
| Parent 8 | Yes, it should be given as an introductory course for students to learn and respect. |
| Parent 9 | Yes, “inclusion is important in all areas.” |
| Parent 10 | Totally agree. Make them understand that these people did not choose to have this disability; they are human beings like everyone else. |

Parent 11

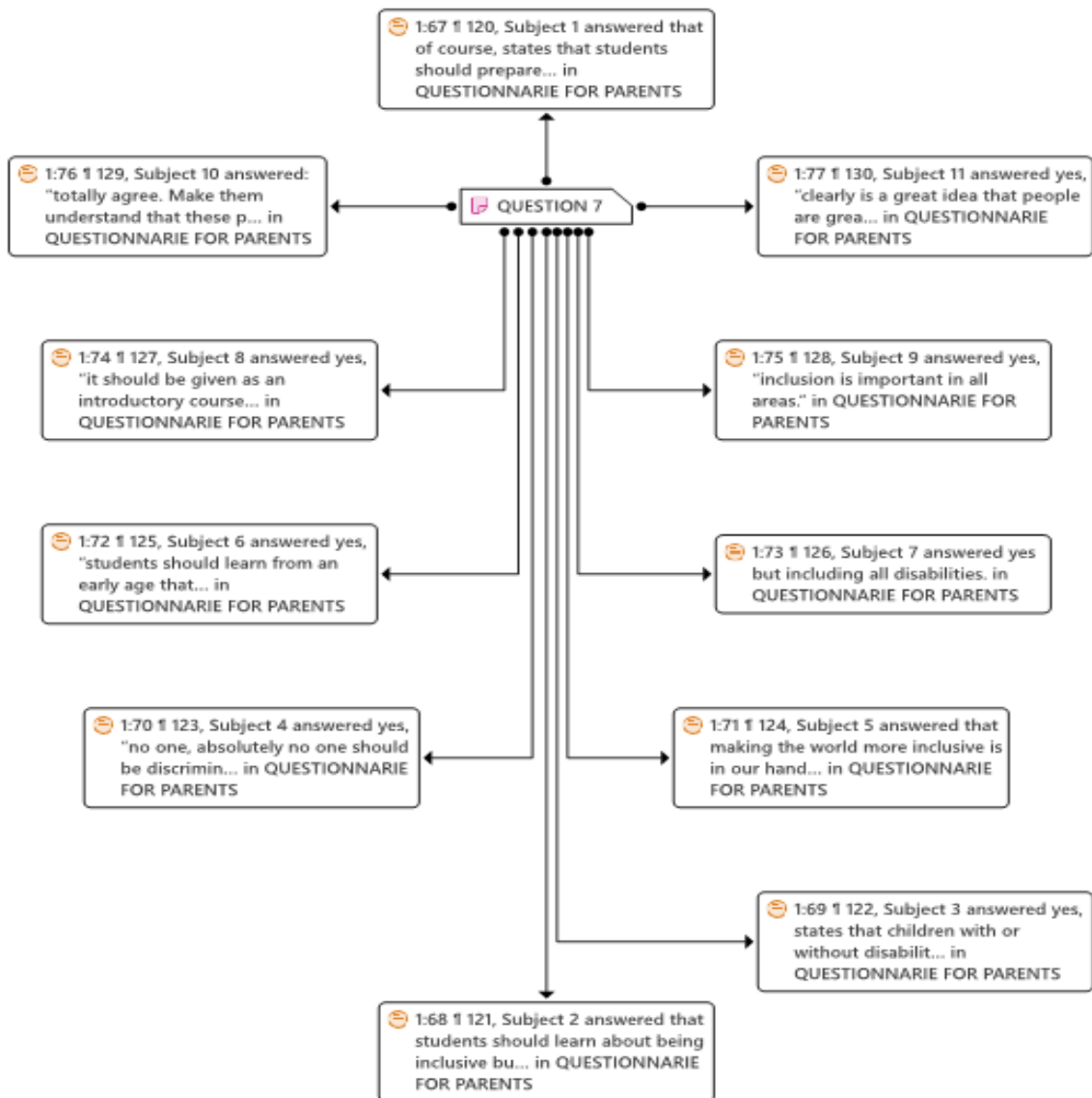
Yes, clearly is a great idea that people are great in a very beautiful and unique way.

Note. The survey item read as follows: Do you think that students should learn more about what it means to be inclusive, especially with “deaf” people? Write your opinion.

As a general interpretation of the parents' answers to the seventh question of the questionnaire, the information demonstrates that the eleven subjects agree that all people deserve to be included in the society, demonstrating that they agree that disabilities must be something to be comprehended in the society, not only in the deaf ambit, but also in the other common disabilities known inside the Costa Rican society. The information also proves and demonstrates that people are willing to have a more inclusive society, by having for starters an inclusive education in schools. Finally, it was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 26

Question 7



Note. The survey item read as follows: Do you think that students should learn more about what it means to be inclusive, especially with “deaf” people? Write your opinion.

Table 27

Question 8

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you think that children in Costa Rica should learn Lesco to have a more inclusive educational society? Specify your answer.

Parents	Answers
Parent 1	Yes, it would be very good for society in general to know about this topic and for it to be developed as part of a third language.
Parent 2	Yes, at least the basic communication it is important.to have a conversation.
Parent 3	Yes, t it is important for students to learn and see that it is important to have an important inclusive and educational society.
Parent 4	Yes, children would learn the language quickly and it would help improve the inclusion of society.
Parent 5	Yes, just like any language, it opens doors for you.
Parent 6	Yes, just as other languages are taught, it is important for the deaf population of our country to be more comfortable.
Parent 7	It seems to me a very good option. This way they could communicate with all the children who were in the park, in the nursery, at school... etc.
Parent 8	Yes, it would be great if a Lesco subject is added.

Parent 9 Yes, precisely to have more inclusion.

Parent 10 I totally agree. Everything that is learning is gain and from a great point of view it is like speaking another language: opens more possibilities in life.”

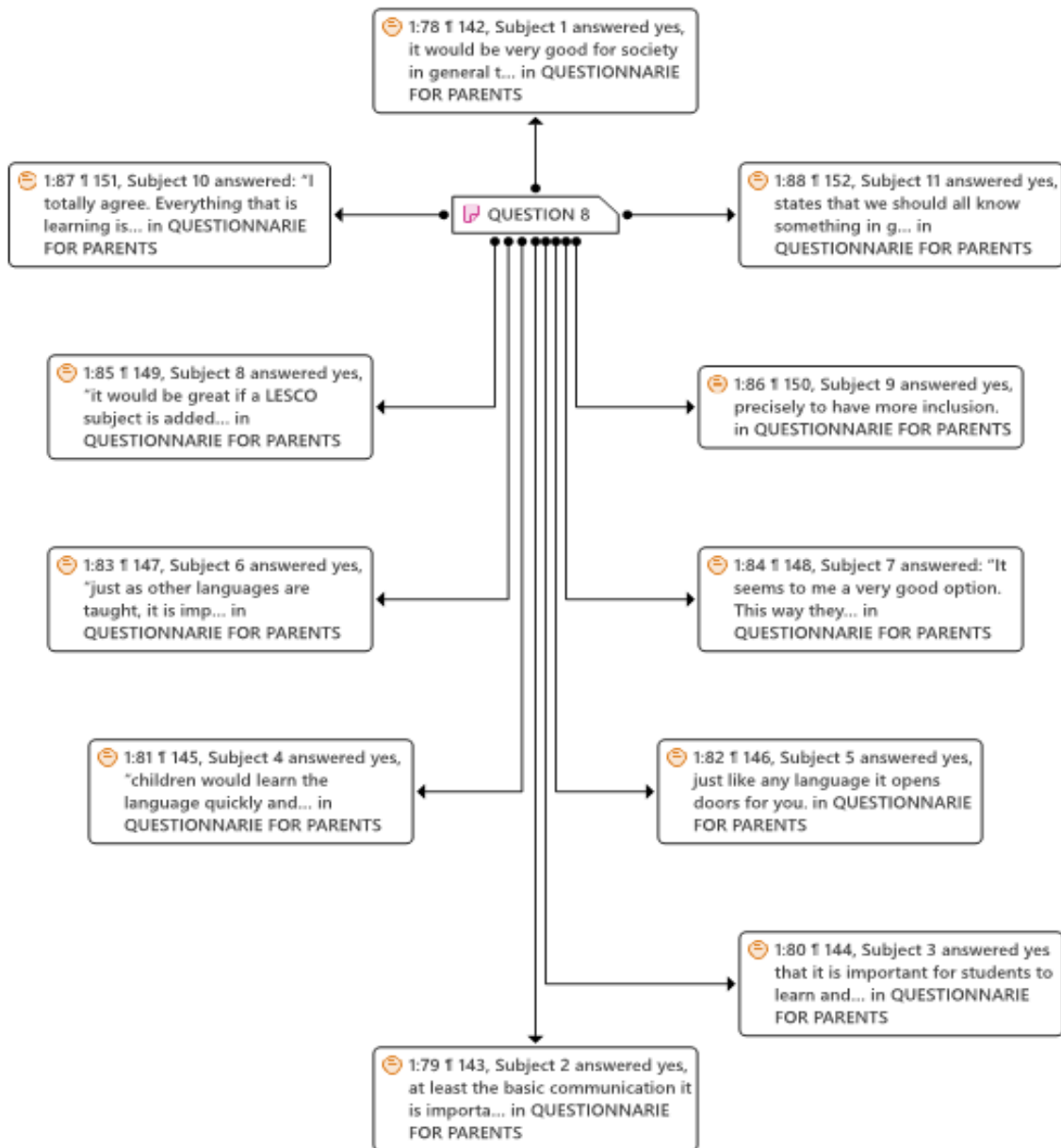
Parent 11 Yes, states that we should all know something in general to communicate with them.

Note. The survey item read as follows: Do you think that children in Costa Rica should learn Lesco in order to have a more inclusive educational society? Specify your answer.

As a general interpretation of the parents' answers to the eight questions of the questionnaire, the information demonstrates that the eleven subjects agree that they would like for their children to receive Lesco classes as any other subject to learn inside the schools programs, because of the benefits that have Lesco itself as a language and communication. Also, the eleven subjects agree that Lesco give the chance to have a more inclusive society and more importantly, an inclusive education in the school systems. Finally, it was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 27

Question 8



Note. The survey item read as follows: Do you think that children in Costa Rica should learn Lesco to have a more inclusive educational society? Specify your answer.

Table 28

Question 9

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Question: Do you know of any school in Costa Rica that provides sign language services (Lesco) to children? Specify your answer.

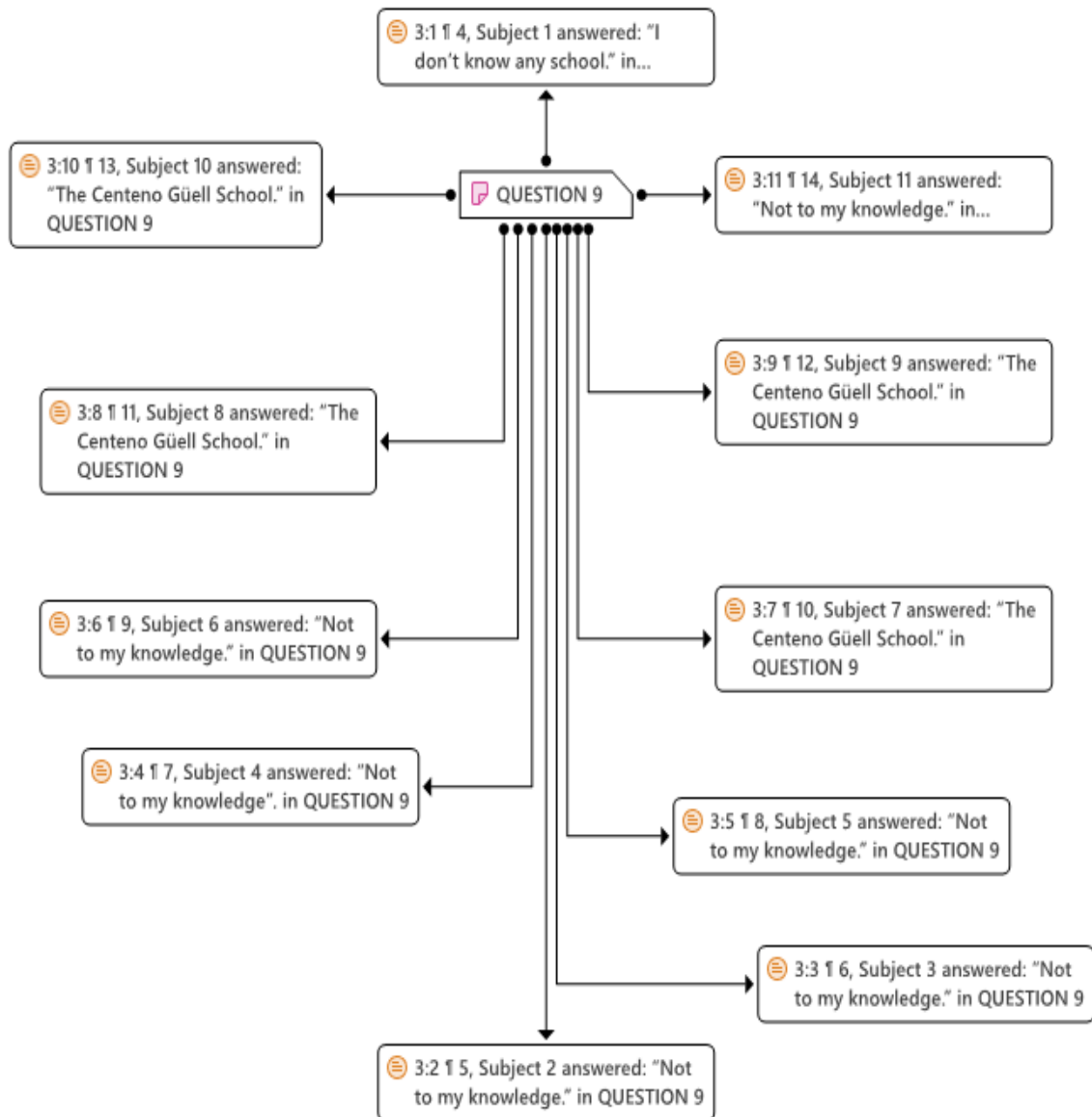
Parents	Answers
Parent 1	I don't know any school.
Parent 2	Not to my knowledge.
Parent 3	Not to my knowledge.
Parent 4	Not to my knowledge.
Parent 5	Not to my knowledge.
Parent 6	Not to my knowledge.
Parent 7	The Centeno Güell School.
Parent 8	The Centeno Güell School.
Parent 9	The Centeno Güell School.
Parent 10	The Centeno Güell School.
Parent 11	Not to my knowledge.

Note. The survey item read as follows: Do you know of any school in Costa Rica that provides sign language services (Lesco) to children? Specify your answer.

As a general interpretation of the parents answers to the nine question of the questionnaire, the information demonstrates that just half of the participants don't know any school whatsoever that have an inclusive educational program for the students who have deafness. In the other hand, the other half of the parents says that just the Centeno Güell School have more inclusion than other schools known in the society. The eleven subjects demonstrate with their answers that there is no inclusion in the schools more than the Centeno Güell School, and the case is worrisome because without having more schools that have soft skills towards the people with disabilities, it will be impossible to have an inclusive education in Costa Rica. Finally, it was noticeable that the 11 parents use other soft skills to answer the second question, just like: comprehension, positive attitude, empathy and finally initiative. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 28

Question 9



Note. The survey item read as follows: Do you know of any school in Costa Rica that provides sign language services (Lesco) to children? Specify your answer.

Observations

The investigation had 10 observations during the Lesco introduction classes in total, the observations had a distribution by the topics seen during the two weeks of the summer vacation camp. The subjects where: The Lesco ABC, colors, numbers, days, months of the year, domestic animals, and the means of transportation in Lesco Sign Language. The points to observe where of seeing the active participation, the boredom of students depending on the subject, the challenging of doing a sign, the motivation of the students to learn and finally the reaction of the students at the end of each class.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC vocabulary words in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills is used all the time. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 29

Observation 1

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. Do all students participate actively during the Lesco class? And which ones?	The eleven subjects were acting curious towards the Lesco words.
2. There was any moment that the students were bored during the class. And which ones?	None of the eleven subjects were bored.
3. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	The students saw the vocabulary words until the letter Ñ, in Spanish and will continue the rest of the words on Tuesday. The letter who was more complicated to make the sign was: g, h, k, m, n and ñ.
4. Which student or students had more motivation to learn? And which ones?	Subjects from 1-8 have more motivation than subject 9, 10 and 11.
5. What was the student's reaction at the end of the class? And which ones?	By the end of the class the students want it to spell their name in Lesco and to say small sentences like: My name is....

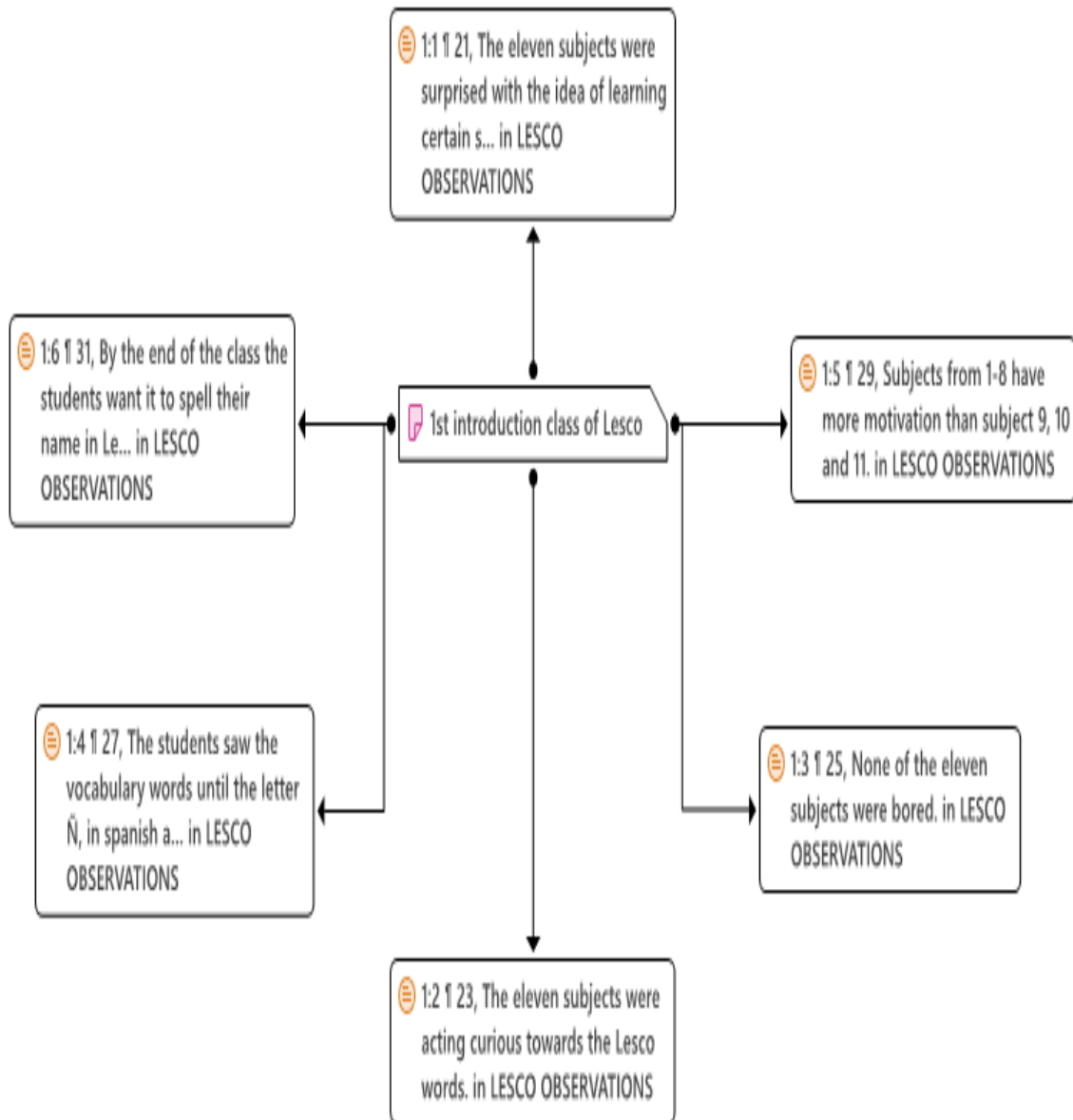
Note. The survey item read as follows: Observation 1

As a general analysis of the first observation, the class started with a small introduction, which means they were asked their opinions towards the deaf society and if they know the nature of Lesco. Later, the teacher began to show the subject of the day: The ABC in Lesco Sign Language. The evaluated indicator was that students show curiosity and excitement to communicate in Lesco; to learn more about the nature of deaf people and their differences between hearing people. This information provided by the students resumes that the eleven children have a positive reaction to the first introduction classes of Lesco. For instance, they acted curious to the deaf society while the teacher shows some aspects that maybe their family, community or the society have shown, meaning the myths of deaf people. By the end of the class the students want it to spell their name in Lesco and to say small sentences like: My name is....

As a general interpretation of the first observation, the information shows that the students had a positive reaction towards receiving Lesco classes by using the soft skills of tolerance and adaptability during the class, demonstrating that the students have the sensibility to know an inclusive language, just like Lesco. Also, this demonstrates that students are capable to receive Lesco classes in the future if the school apply a Lesco program. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 29

Observation 1



Note. The survey item read as follows: soft skills through sign language

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC words seen on Monday (letters a-ñ) and the ones seen on Tuesday (letters o-z) in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills it is always use. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 30

Observation 2

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were thrilled to continue with the other vocabulary words, since the missing letters were part of their names.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the second day were practicing the vocabulary words seen on Monday, very actively because they want it to prove that they remember everything.
3. There was any moment that the students were bored during the class. And which ones?	The same subjects 9, 10 and 11 in certain moments were bored and didn't want
4. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	Letters p, q, t, and sometimes the letter x.
5. Which student or students had more motivation to learn? And which ones?	The subjects were motivated to continue learning the vocabulary, because they want to spell completely their names.
6. What was the student's reaction at the end of the class? And which ones?	The students constantly tell at the end if they can review one more time how to spell their names in Lesco, whenever they forgot a word.

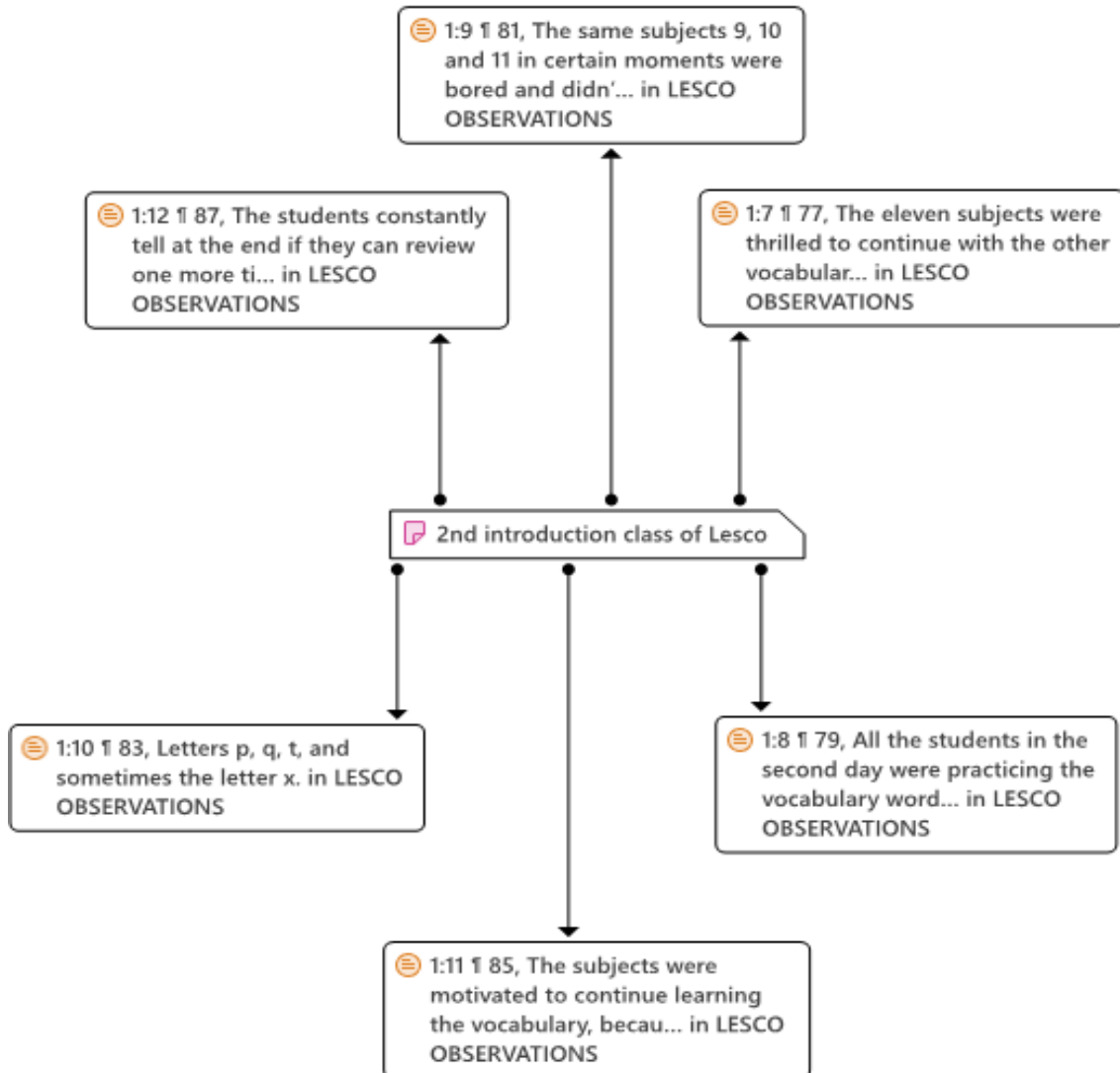
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the second observation, the study of the ABC in Lesco continue and the indicator was that students continue motivated learning all the letters from the ABC and its use, during the class half of the participants feel motivated in the second day. However, some of the participants in certain moments were bored during the class, specifically the participants #9, 10 and 11, which all they wanted was to go to recess and to play on the playground, it must be said that that the three students have the same age, and that influenced in the continuation of the class. Besides the subjects #9, 10 and 11, the other students constantly tell the teacher at the end if they can review the ABC one more time, whenever they forgot a word.

As a general interpretation of the second observation, the information demonstrates that using the soft skills of tolerance and adaptability during the class, the students comprehend the meaning of the language and how importantly it is to the people who use it as a tool of communication, also it demonstrates that the students that received the Lesco class, need to be separated according to their ages, of course. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 30

Observation 2



Note. To identify the soft skills through the sign language “Lesco.”

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC words seen in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 31

Observation 3

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving the same subject?	The eleven subjects were surprised to see again the vocabulary words.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the class were practicing the vocabulary words more less actively since the topic that they were seeing was the same on Monday and Tuesday. Then they change their attitude thanks of the movement-based learning.
3. There was any moment that the students were bored during the class. And which ones?	All the subjects at the beginning were a little bored because they were about to see the same subject on Monday and Friday.
4. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	Letters g, h, k, m, n, ñ, p, q, t, and x. Sometimes they didn't remember the sign of the letters f and s.
5. Which student or students had more motivation to learn? And which ones?	All the subjects were not motivated at first, then they change opinion when the class advanced.

6. What was the student's reaction at the end of the class? And which ones? They like and enjoy guessing the flashcard game of the letters.

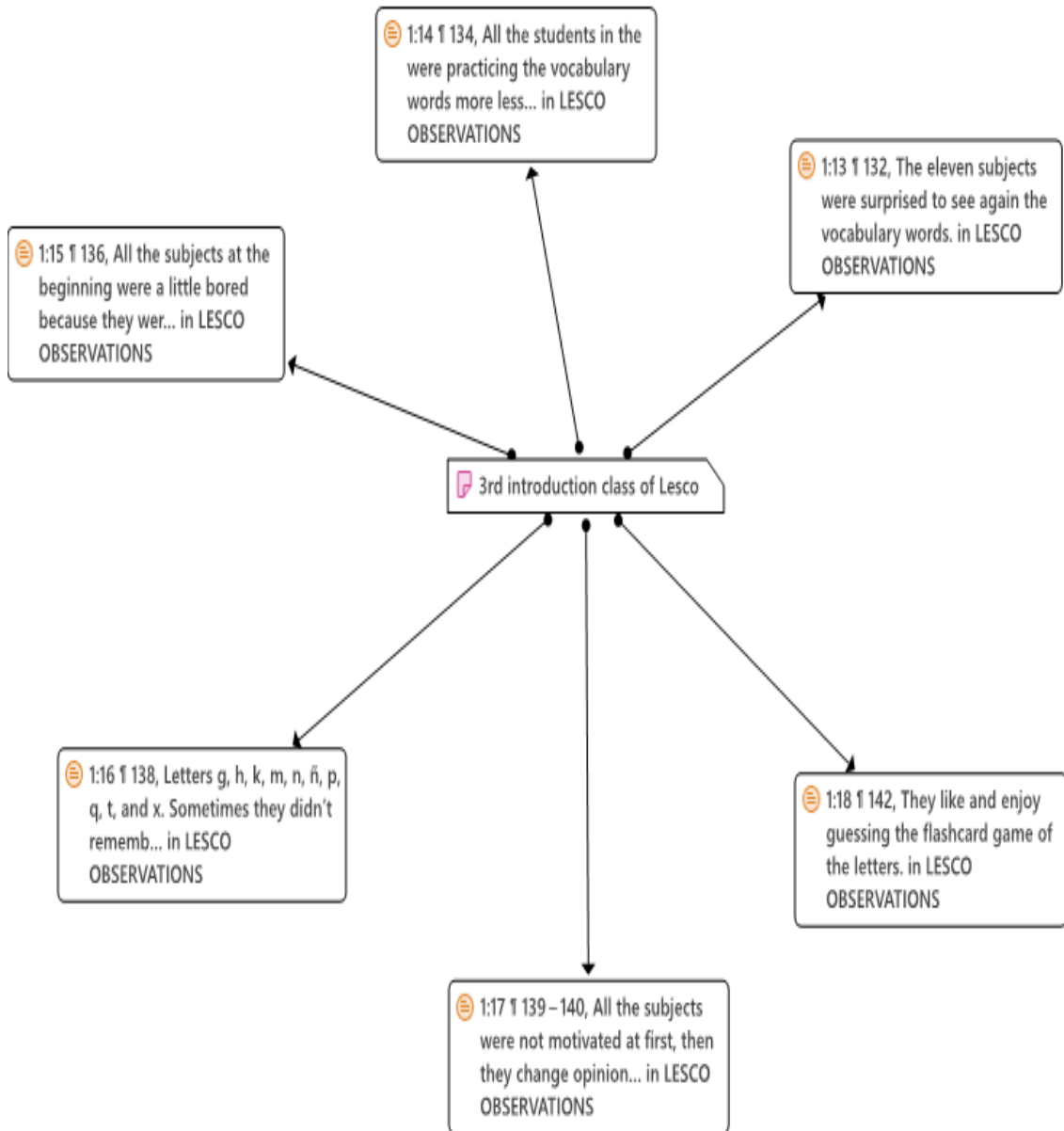
Note. The survey item read as follows: soft skills through sign language

As a general analysis of the third observation, the class was different and the same to the previous two observations since the teacher continues with the ABC subject. All the students in the class were practicing the vocabulary words more or less actively since the topic that they were seeing was the same on Monday and Tuesday. They change their attitude thanks to the movement-based learning; they didn't show excitement at the beginning of the class, when the class continues their opinion change since the teacher changes the dynamic of the class and turns it to do a game. Besides that, some words and forms from the ABC were forgotten like g, k, m, n, ñ, p, q, t, and x when the teacher was making a review, and because of that the teacher put more attention to those words to practice more during the class. Additionally, they like and enjoy guessing the flashcard game of the letters.

As a general interpretation of the third observation, the information demonstrates that using the soft skills of tolerance and flexibility during the class, the students comprehend the importance of learning the ABC as long as with the comprehension towards the deaf society by using it. Also, the information demonstrates that the subjects can continue receiving Lesco classes as any other subject implemented in the schools. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 31

Observation 3



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering the months of the year in the Lesco Sign Language class or not from the group observed, and of course if the use of soft skills it is always use. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 32

Observation 4

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were curious to know that they were about to see another subject in Lesco, but also, they were asking if the subject was easier to learn.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the third day were very actively because they want it to know and learn a different subject apart from the letters.
3. There was any moment that the students were bored during the class. And which ones?	The same subjects 9, 10 and 11 in certain moments were bored and didn't want to participate at first, then their attitude change when the game started.
4. What was the sign in the days of the week vocabulary words that was the most challenging for the students? And which ones?	For the subjects 3,9 and 10 the most challenging sign was Sunday, Tuesday, and Wednesday.
5. Which student or students had more motivation to learn? And which ones?	All subjects were motivated from the first moment. But the ones who were more motivated was 6 and 7.

6. What was the student's reaction at the end of the class?
And which ones?
- All subjects thank the teacher for the new topic seen on the class and they said that they have fun too; they also ask what topic they will see on the next class.

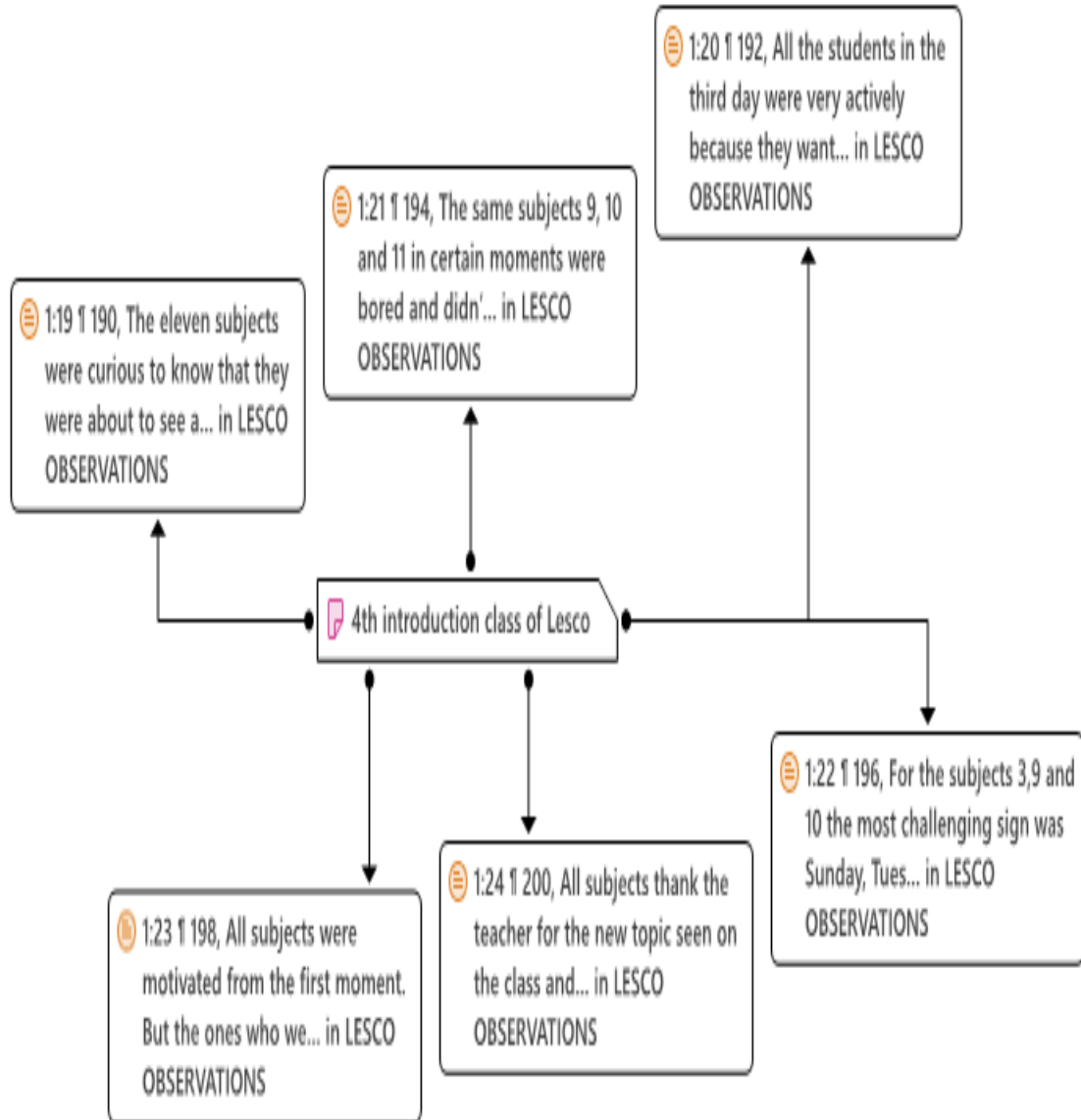
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the fourth observation, participants were impatient when the class was about to start, because they want it to know what they were about to do and see in the fourth day of class. It can be observed that all the subjects were curious at the beginning but also, the same participants #9, 10 and 11 were having the same reaction at first: they were bored, but also their opinion change when the dynamic of the class was change also. Besides that, the students 6 and 7 were having a great time and they also feel more motivated than the others. All subjects thank the teacher for the new topic seen on the class and they said that they have fun too; they also and ask what topic they will see on the next class.

As a general interpretation of the fourth observation, the information demonstrates that using the soft skills of tolerance and emotional intelligence during the class, the students comprehend the importance of communicating and saying the days of the week in Lesco Sign Language, because the topic represent the sign language itself and the deaf people. Also, this information demonstrates that the students (according to their ages) have different levels of excitement when they received the Lesco classes. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 32

Observation 4



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering the months of the year in Lesco Sign Language in class, or not from the group observed, and of course if the use of soft skills it is always use the information collected here will be strictly used in an investigation project and is totally confidential.

Table 33

Observation 5

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects at first, they thought that they were going to see the same subject seen on Wednesday, they were surprised it was the months of the year.
2. Do all students participate actively during the Lesco class? And which ones?	All the students were very actively during the Lesco classes.
3. There was any moment that the students were bored during the class. And which ones?	No student was bored that day.
4. What was the sign in the months of the year vocabulary words that was the most challenging for the students? And which ones?	Since the months of the year have a lot of the ABC vocabulary words, they didn't have any complication whatsoever with the sign of each one of them. Sometimes the confused march and May.
5. Which student or students had more motivation to learn? And which ones?	All the students were motivated during the Lesco classes.

6. What was the student's reaction at the end of the class?
And which ones?

Students 1 and 2 told to the teacher that they want to continue playing and learning outside on recess. The rest of the students said that the class was long, but they have fun.

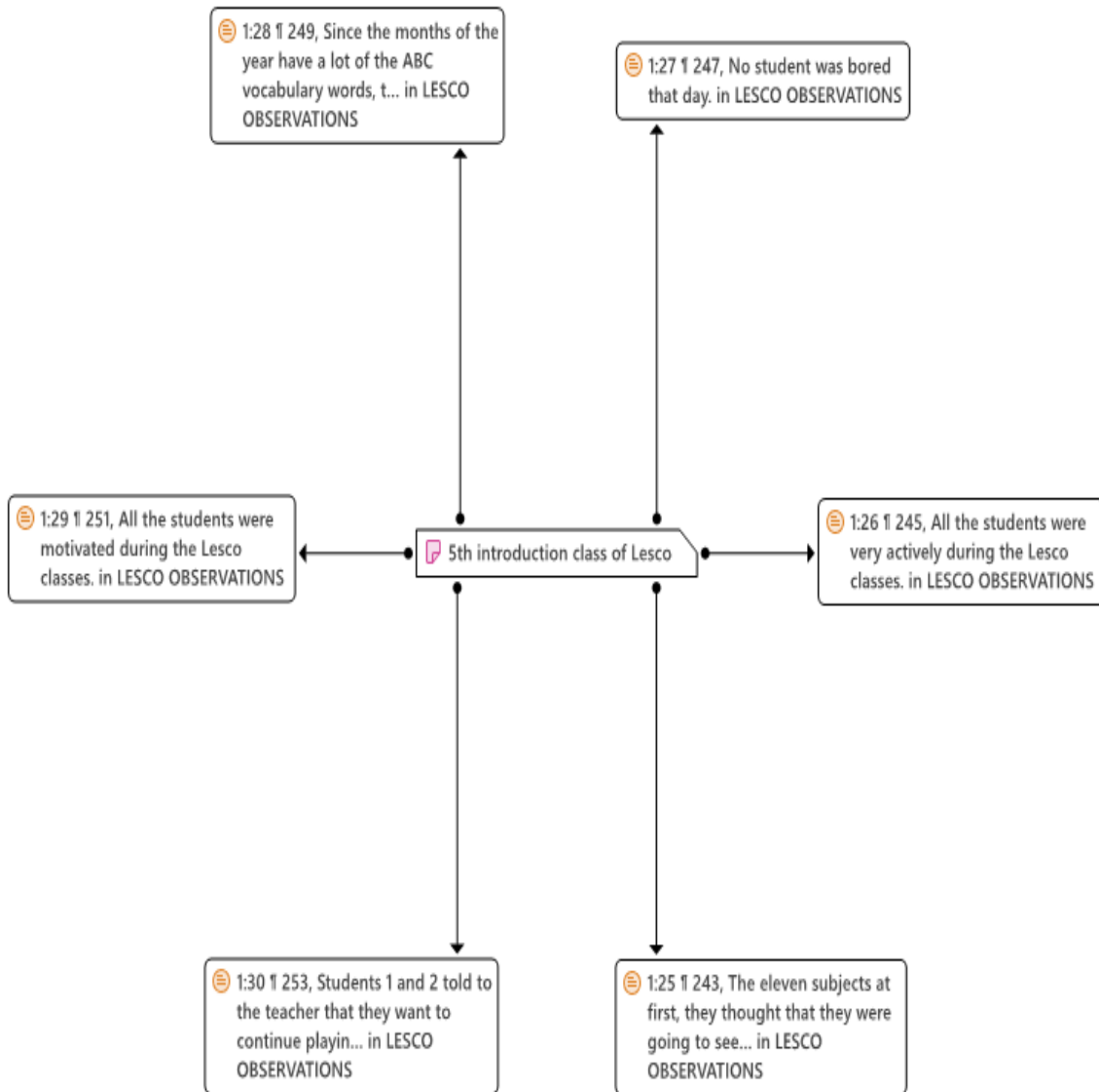
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the fifth observation, the class was different this time since the students were seeing a different subject and these one was: the months of the year. Participants in the fifth day, have a different reaction and at the beginning were active. Since the months of the year have a lot of the ABC vocabulary words, they didn't have any complication whatsoever with the sign of each one of them. Sometimes they confused march and May. However, the 11 participants mentioned before, were very actively during the class and before the class start as well saying that they weren't bored that day; they all participate in everything that the teacher ask and show, meaning that topic of the months of the year was interesting as long with the game also. Students #1 and 2 in the other hand told to the teacher that they want to continue playing and learning outside on recess. The rest of the students said that the class was long, but they have fun.

As a general interpretation of the fifth observation, the information demonstrates that using the soft skills of emotional intelligence and adaptability during the class, the students comprehend the true meaning of having a different language not used to see and practice in the school. Also, this information demonstrates that the students (according to their ages) have different levels of excitement and interest when they received the Lesco classes. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 33

Observation 5



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering the numbers from 1 to 31 in the Lesco Sign Language class or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 34

Observation 6

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	All the subjects at the beginning were tired and didn't want it to start the class. Then they have fun while the class pass.
2. Do all students participate actively during the Lesco class? And which ones?	All students participate during the class, but subjects 5 and 4 show a particular interest on the numbers.
3. There was any moment that the students were bored during the class. And which ones?	The students were a little bored with the numbers but the subjects 5 and 4 were active and motivated with to learn the numbers in Lesco.
4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?	The numbers were easy to learn for all the subjects. The ones who were really complicated for them was from 11 to 19, for all the subjects.
5. Which student or students had more motivation to learn? And which ones?	Sadly, only the subjects 5 and 4 were interested on learning the numbers, the rest of the subjects were not all the time interested.

6. What was the student's reaction at the end of the class? And which ones?
- At the end of the class, the subjects have questions on how to say how older they were in numbers and when they can use the numbers. Of course, the teacher told them really quickly the how and when.

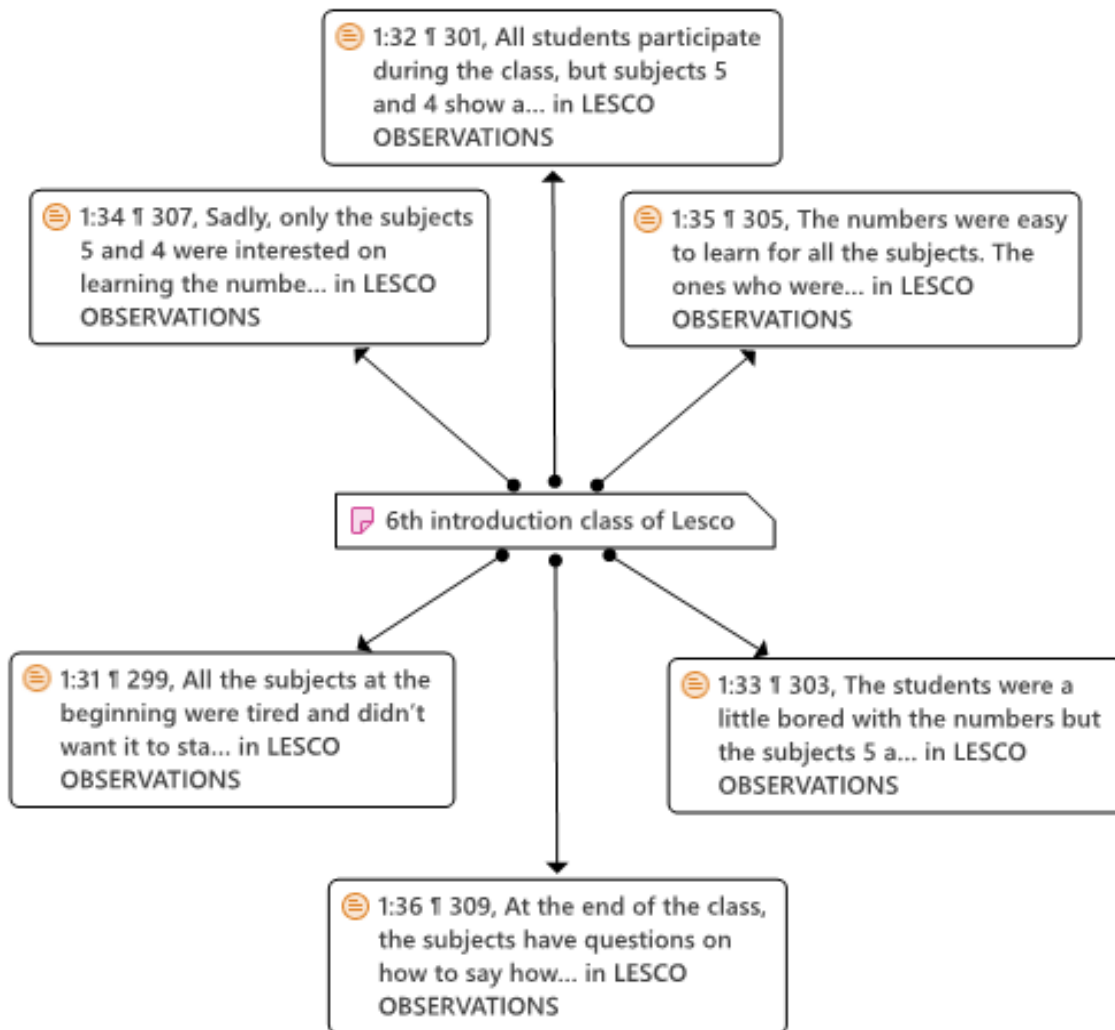
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the sixth observation, the participants this day were seeing the subject numbers from 1 to 31. Based on the participant answers and reaction in the sixth class, it can be shown that the situation changes dramatically during Friday and Monday. Only the participants #5 and 6 to see the numbers in Lesco were a total fascination for them, but sadly for the rest of the class it wasn't. Additionally, the numbers from 11 to 19 were difficult for them to make it in sign language. At the end of the class, the subjects have questions on how to say how older they were in numbers and when they can use the numbers. Of course, the teacher told them quickly the how and when.

As a general interpretation of the sixth observation, the information demonstrates that using the soft skills of respect and flexibility during the class, the students comprehend the importance of being respectful towards the people with hearing disabilities by learning more about the sign language of Costa Rica. Also, the information demonstrates that the students according to their ages, have different levels of interest on the topic. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 34

Observation 6



Note: The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering the numbers from 1 to 31, review the days of the week, months of the year and vocabulary related to the calendar in the Lesco Sign Language class or not from the group observed, and of course if the soft skills it is always use. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 35

Observation 7

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The 11 subjects, have a lot of energy when they arrived to the Lesco class. They were surprised to see again the days of the week, months of the year, numbers and some vocabulary related to the calendar
2. Do all students participate actively during the Lesco class? And which ones?	All students participate during the class, they were very active while they saw the videos (they were coping the movement)
3. There was any moment that the students were bored during the class. And which ones?	The students were curious all the time because they were seen the last three topics all together. They constantly ask what they were supposed to do with the three topics.
4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?	Since the students already watch the previous topics before, they had knowledge of them, but they still forgot some signs, in the months: march and may still confused them, with October this time. In the days of the week, they confused Tuesday and Wednesday. And for last the numbers from 11 to 19, was hard as well.

5. Which student or students had more motivation to learn? And which ones?
6. What was the student's reaction at the end of the class? And which ones?

The eleven subjects were excited this time, because they were learning to say in complete sentences the date, as long with some vocabulary words.

At the end of the class, the subjects 1-8 told the teacher that they were excited to arrive at home and tell their parents what they learn. The rest of the students thank the teacher, and they told her that they have fun playing.

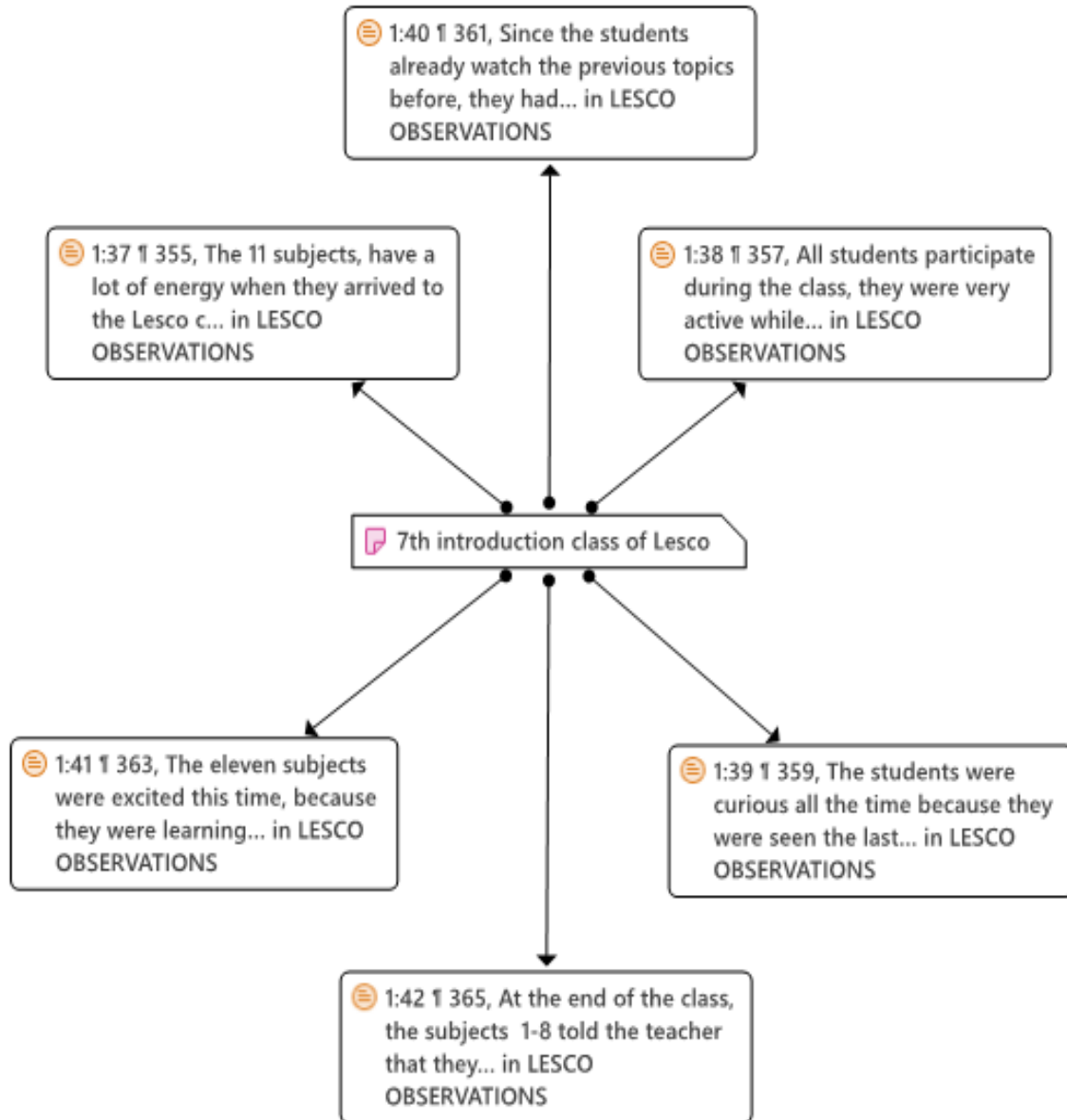
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the seventh observation, the students saw a combination of all the subjects seen during the last week and the beginning of this week too. As seen in the diagram, the review of all the subjects with the game make the students excited and also, they were excited because they were forming a complete sentence in Lesco sign language. Since the students already watch the previous topics before, they had knowledge of them, but they still forgot some signs, in the months: march and may still confused them, with October this time. In the days of the week, they confused Tuesday and Wednesday. And for last the numbers from 11 to 19, was hard as well. Additionally, the subjects from 1 to 8 told the teacher that they were excited to arrive home and show their parents what they learn that day, and the rest of participants told the teacher that they have a great time. At the end of the class, the subjects 1-8 told the teacher that they were excited to arrive at home and tell their parents what they learn. The rest of the students thank the teacher, and they told her that they have fun playing.

As a general interpretation of the seventh observation, the information demonstrates that using the soft skills of tolerance and adaptability during the class, help the students to understand that learning sign language takes time to remember and doing the sign for each word and phrase. Also, this information demonstrates that the students (according to their ages) have different attention and concentration during the Lesco classes. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 35

Observation 7



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some colors in Lesco Sign Language class with formulation of sentences (related to the topic), or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 36

Observation 8

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were excited when the subjects was colors, since they want it to say in Lesco: My favorite color is....
2. Do all students participate actively during the Lesco class? And which ones?	Because the subjects were thrilled to do more sentences in Lesco, and because they want it to say their favorite color, the 11 were active during the Lesco class.
3. There was any moment that the students were bored during the class. And which ones?	No subject was bored.
4. What was the sign in colors that was the most challenging for the students? And which ones?	Subjects: 1,4 and 6 had a hard time doing the sign for colors black, pink, and purple. Subjects 2, 3, 5 and 7: Have a hard time with colors red and orange. The rest of the subjects didn't have complications.
5. Which student or students had more motivation to learn? And which ones?	All the subjects have a great motivation that day.
6. What was the student's reaction at the end of the class? And which ones?	All the subjects tell the teacher that they like the Lesco classes, during recess they approach the teacher to continue asking for the sign of some colors that they didn't remember.

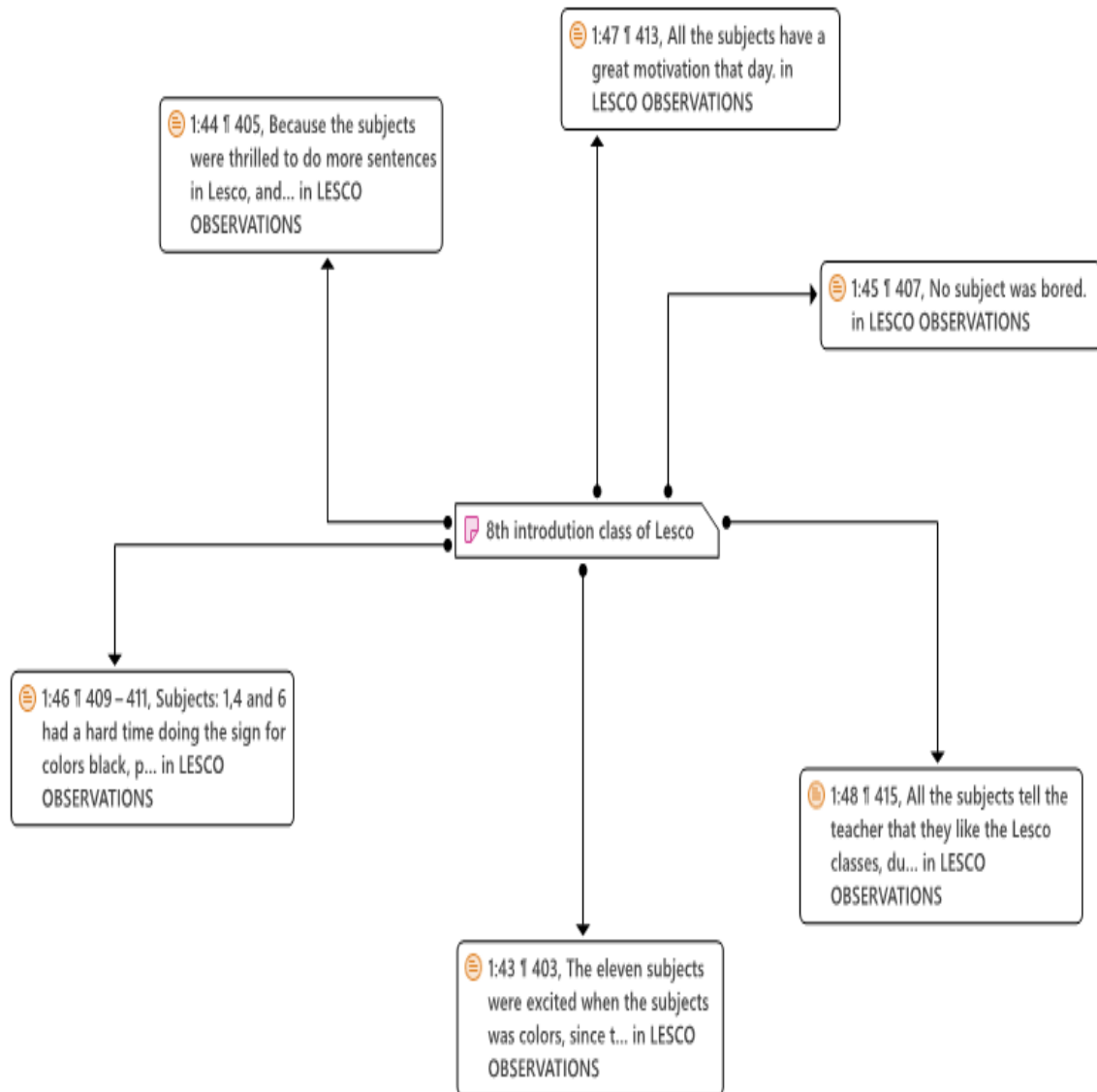
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the eight-observation, the subject that was seen that day was the colors. Learning the colors in Lesco Sign Language was thrilling for them, since they wanted to say their favorite color in sign language, and they also wanted to show and tell their classmates. But, for half of the group the colors were not easy to say and see; for the subjects 2,3,5 and 7 the students have a hard time with the color's orange and red. The participants 1, 4 and 6 have a hard time with colors black, pink, and purple. Finally, all the subjects tell the teacher that they like the Lesco classes, during recess they approach the teacher to continue asking for the sign of some colors that they didn't remember.

As a general interpretation of the eight observations, this information the demonstrates that using the soft skills of respect and tolerance during the class, demonstrates once again that all people who have a disability or not deserve to be happy living in a country that respect their rights. Also, it demonstrates that the students (according to their ages) have different. This information demonstrates that the students (according to their ages) have different attention and concentration during the Lesco classes. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 36

Observation 8



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some means of transportation in Lesco Sign Language in class, or not from the group observed, and of course if the soft skills it is always use. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 37

Observation 9

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were excited to know how to say in sign language their favorite mean of transportation and also to say in which ones they have been.
2. Do all students participate actively during the Lesco class? And which ones?	The eleven subjects were active all the time because of their excitement to learn the means of transportation.
3. There was any moment that the students were bored during the class. And which ones?	No student was bored that day.
4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?	Subject 2 and 3 confused the sign of motorcycle and bike. Subjects 5 and 11 have a hard time doing the train sign. The rest of the subjects didn't have complications with the other means of transportation in sign language.
5. Which student or students had more motivation to learn? And which ones?	All the subjects have a lot of motivation.
6. What was the student's reaction at the end of the class? And which ones?	All the subjects at the end of the class, ask to learn more means of transportation.

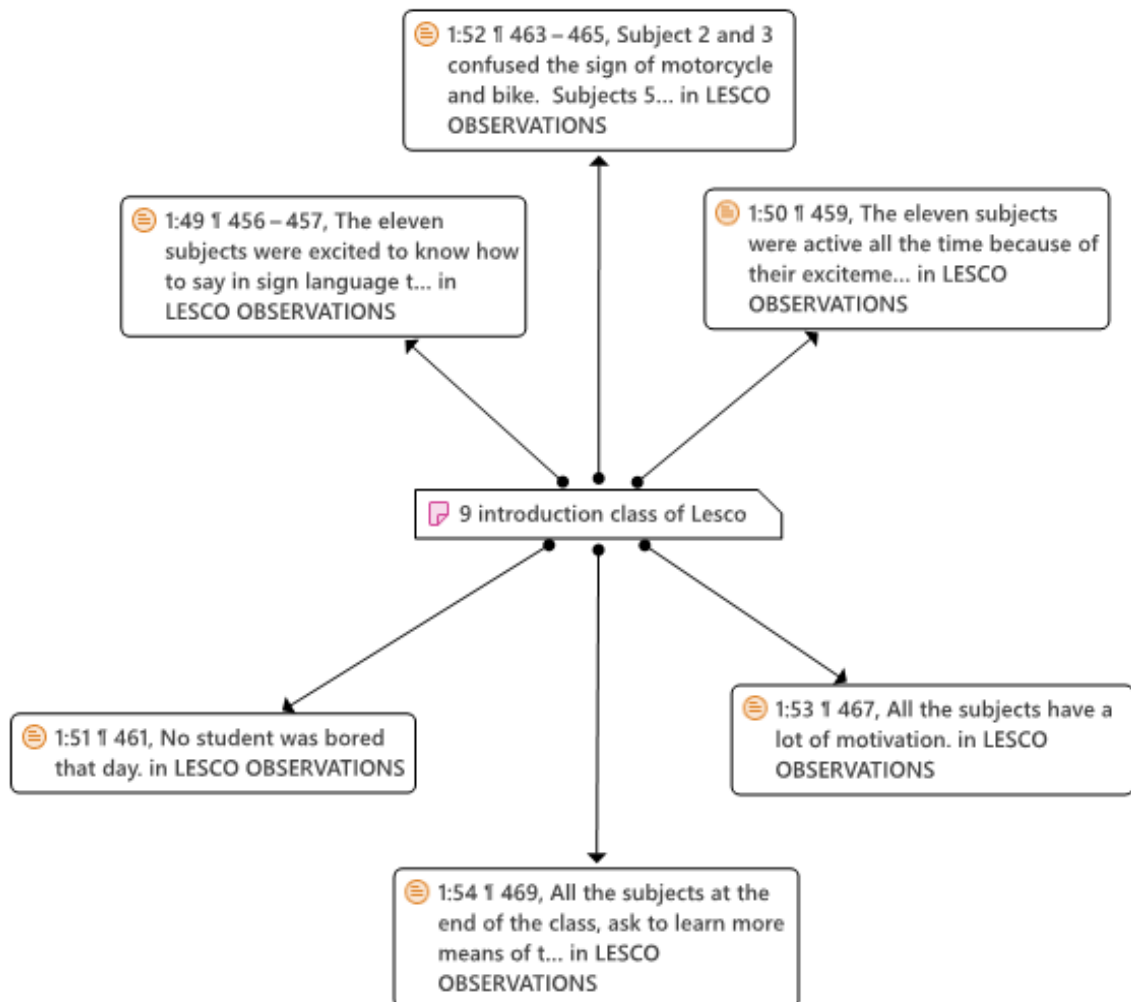
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the nine observation, the students saw the means of transportation more likely, the ones who are known and are easy to see for the students. To see the means of transportation for the students in Lesco was something to be really excited about and since they wanted to say their favorite mean of transportation in sign language. But for some participants, to learn the means of transportation wasn't easy subject #2 and 3 confused the sign of motorcycle and bike. Subjects #5 and 11 have a hard time doing the train sign. And lastly, the rest of the subjects didn't have complications with the other means of transportation in sign language.

As a general interpretation of the nine observation, this information the demonstrates that using the soft skills of adaptability and emotional intelligence during the class, shows once again that knowing the Lesco Sign Language help the students understand and adapt to a whole new different language never seen in the school. Also, this information demonstrates that the students (according to their ages) have complications due to the size of their fingers. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 37

Observation 9



Note. The survey item read as follows: soft skills through sign language.

Objective 2: To identify the soft skills through the sign language “Lesco.”

The purpose of this observation is to determine whether there are any signs of identifying and remembering some domestic animals’ words in Lesco Sign Language in class, or not from the group observed, and of course if the soft skills it is always use. The information collected here will be strictly used in an investigation project and is totally confidential.

Table 38

Observation 10

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	All the subjects have an animal in their houses. When they heard about the topic, they were excited.
2. Do all students participate actively during the Lesco class? And which ones?	All the subjects, participate actively because of the game and to know about the sign for their pet.
3. There was any moment that the students were bored during the class. And which ones?	No student was bored.
4. What was the in the domestic animals' vocabulary that was the most challenging for the students? And which ones?	For subject 8,9 and 10 the sign for parakeet, turtle and lizard was hard again. For subjects 2, 3 and 5 the sign for lizard was hard also. For the rest of the subjects there was no complications with the rest of the domestic animal's sign
5. Which student or students had more motivation to learn? And which ones?	All subjects were motivated.

6. What was the student's reaction at the end of the class? And which ones? Since this was the last time of Lesco classes, the students were a little sad but also, they were thankful. After the classes, in the hallway some subjects saw the teacher and told her that they miss the Lesco classes.

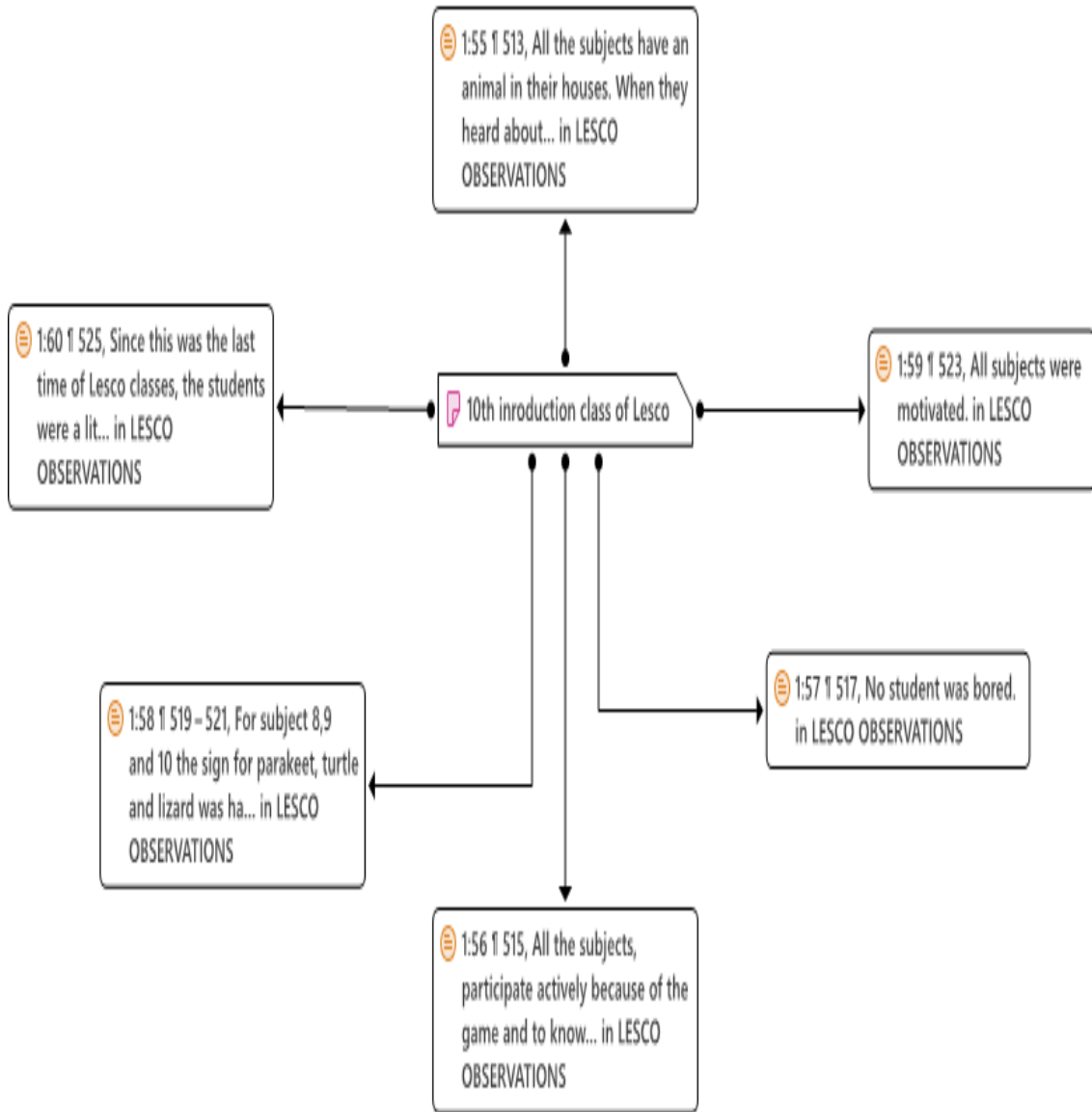
Note. The survey item read as follows: soft skills through sign language.

As a general analysis of the ten observations, this was the final observation and the last subject was the domestic animals. For subject #8, 9 and 10 the sign for parakeet, turtle and lizard was hard. For subjects #2, 3 and 5 the sign for lizard was hard also. For the rest of the subjects there was no complications with the rest of the domestic animal's sign. Since this was the last time of Lesco classes, the students were a little sad, but they were also thankful. After the classes, in the hallway some subjects saw the teacher and told her that they miss the Lesco classes.

As a general interpretation of the ten observations, this information demonstrates that using the soft skill of tolerance during the class, shows that knowing the Lesco Sign Language is difficult, especially when it involves the hands and the facial expression, but it is different and beautiful at the same time, since the language is new and has its own magic. This information demonstrates that the students (according to their ages) have complications due to the size of their fingers and in remembering and recognizing (in Lesco) each animal. The next picture belongs to the analysis of the interpreter by using the AtlasTi app, which is a generator of the results of qualitative research.

Figure 38

Observation 10



Note. To identify the soft skills through the sign language “Lesco.”

5 Conclusions and Recommendations

5.1 Conclusions

As a positive result for these whole thesis, it was determined that the sign language indeed develop soft skills in the inclusive education since after applying the first diagnostic interview to the participant students it was observed that most of them have some knowledge about the Lesco sign language and they also have known a little of the deaf society also, considering that there are people who are different but also need comprehension and compassion of the rest of the people.

Students show curiosity towards the teacher's Lesco presentation, telling the teacher that they know some words because they have previously learned how to sing the national anthem of Costa Rica in Lesco sign language. During the two weeks of the camp the subjects that were the younger ones have difficulties to stay concentrate at the class because they have a hard time doing the signs that were complicated to do, because of their small fingers. It must be said that the situation happens just at certain moments; and using the playing-based method help the students to have more focus during the Lesco introduction class.

Additionally, the students stated that the during the assemblies of the school, every time they have to sing the national anthem, they tried to do it in sign language because they really like to do it and they add that they constantly encourage their friends to tried to remember the signs for each phrase in the national anthem; this demonstrates the positive influence of inclusiveness that Saint Joseph School has in their institution, especially for the deaf society. Attached to this, more schools (private or public) can open Lesco programs with

certificated teachers that know Lesco, or even hearing-impairment teachers can be the ones who give the class to the children to create an impact in the students as well.

For the identification of the soft skills through the sign language, it was seen when the eleven participants make the intention to connect with a deaf person, the situation is beautiful because it is extremely important that students see that being inclusive would drastically change the perspective of each person inside the school, home, community, and later society. It is worrisome that a part of the country is having troubles making conscience of the situation that involves Costa Rica; there's a huge population of deaf people in Costa Rica, and that population of course have. It is time to have a more inclusive education; Saint Joseph School already start using Lesco as part of their presentations in the assemblies, singing the national anthem every morning and, lastly in the assemblies as well.

Nonetheless is important that Saint Joseph School continue using Lesco more, to be an example for the parents and other schools. Private and public schools should copy the same actions to continue promoting the inclusive education in Costa Rica towards the deaf ones and other people who possess disabilities too, that way people can stop the exclusiveness finally.

Teachers are example on the society because of their actions and with that they can inspire people to do the same. Educator study and get more involved on how to treat people with deafness, and the first step is to learn Lesco and train themselves. After that, the students can and will learn how to speak in sign language, at least in our country.

5.2 Recomendations

As observed in the closing diagnostic, some of the strategies applied during the observations were useful to help students to participate and to be more involved too in the Lesco introduction classes. So, it is primarily recommended that games that a teacher made for her class must be made according to the age of each student, and secondly it is highly recommended that the teachers prevent the mixing of groups, under any circumstances. At any time in the future, it is recommended that the ages of the students don't get mixed, this to prevent the loss of focus of attention and adaptation in each of the students, and because the teacher have to reach the goals and objectives depending on the ages of the students and the grades of them. Another recommendation for the students, is to introduce the Lesco signs through songs.

Finally, it is recommended that before introducing Lesco classes, the teachers tell the students about the reality of the non-hearing community and about Lesco itself, for example the meaning of its acronym, also that Lesco belongs to our country, that not only the non-hearing people use it, etc.

6 Proposal

6.1 Name of the proposal

Lesco workshop-introduction classes using the playing/movement-based learning.

6.1.1 Place of development

The workshop will be developed in Saint Joseph School, which is in San José, San Vicente, Moravia, Costa Rica.

6.1.2 Population

The participant population will be the students of the groups from first grade to sixth grade that attend Saint Joseph School.

6.1.3 General objective

- a. To analyze strategies that help each student with his/her communication in Lesco sign language.

6.1.4 Specific objectives

- a. To establish basic Lesco signs that will allow the students to communicate with each other inside the class.
- b. To apply strategies that may help students to communicate with other people different to his/her class.

6.1.5 Description of the proposal

The following chronograms show the activities and the objectives of the Lesco workshop introduction classes.

WEEK	PARTICIPANTS	TIME AND PERIODS	DESCRIPTION	RESOURCES
<p>Week #1 and 2</p>	<p>For week one and two, the generation of first, second and third grade will start with the Lesco workshop.</p>	<p>The period to make the workshop will be on the social studies subject and the time will of 30 minutes.</p>	<p>Students will participate in a workshop with different strategies to apply Lesco sign language. The workshop consists of two weeks with activities that are applied inside the class, and which reinforce the importance of learning Lesco in and outside of school. At the end of the workshop, the students as long with the teacher will make a small presentation (to their fellow classmates of the same grade) to demonstrate their reasons of</p>	<ul style="list-style-type: none"> • Computer • Projector • Speaker • Cardboard • Color pencils • Markers • Glue • Pictures related to the topic. • https://www.youtube.com/watch?v=-ihkvYe3DIE

			<p>how important it is to be inclusive with the hearing-impairment society. Additionally, for the assembly of September 15 (Costa Rica Independence Day), all the elementary school of Saint Joseph will sing in Lesco: "Soy Tico". A video of the song will be sent to each homeroom teacher, so they can practice as many times needed before the assembly.</p>	
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WEEK	PARTICIPANTS	TIME AND PERIODS	DESCRIPTION	RESOURCES
<p>Week #3 and 4</p>	<p>For week three and four, the generation of fourth and fifth grade will continue with the Lesco workshop.</p>	<p>The period to make the workshop will be on the social studies subject and the time will of 30 minutes.</p>	<p>Students will participate in a workshop with different strategies to apply Lesco sign language. The workshop consists of two weeks with activities that are applied inside the class, and which reinforce the importance of learning Lesco in and outside of school. At the end of the workshop, the students as long with the teacher will make a small presentation (to their fellow classmates of the same grade) to demonstrate their reasons of</p>	<ul style="list-style-type: none"> • Computer • Projector • Speaker • Cardboard • Color pencils • Markers • Glue • Pictures related to the topic. • https://www.youtube.com/watch?v=-ihkvYe3DIE

			<p>how important it is to be inclusive with the hearing-impairment society. Additionally, for the assembly of September 15 (Costa Rica Independence Day), all the elementary school of Saint Joseph will sing in Lesco: "Soy Tico". A video of the song will be sent to each homeroom teacher, so they can practice as many times needed before the assembly.</p>	
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WEEK	PARTICIPANTS	TIME AND PERIODS	DESCRIPTION	RESOURCES
<p>Week #5</p>	<p>For the last week of September, the generation of sixth grade will finish the Lesco workshop.</p>	<p>The period to make the workshop will be on the social studies subject and the time will of 30 minutes.</p>	<p>Students will participate in a workshop with different strategies to apply Lesco sign language. The workshop consists of two weeks with activities that are applied inside the class, and which reinforce the importance of learning Lesco in and outside of school. At the end of the workshop, the students as long with the teacher will make a small presentation (to their fellow classmates of the same grade) to demonstrate their reasons of</p>	<ul style="list-style-type: none"> • Computer • Projector • Speaker • Cardboard • Color pencils • Markers • Glue • Pictures related to the topic. • https://www.youtube.com/watch?v=-jhkvYe3DIE

			<p>how important it is to be inclusive with the hearing-impairment society. Additionally, for the assembly of September 15 (Costa Rica Independence Day), all the elementary school of Saint Joseph will sing in Lesco: "Soy Tico". A video of the song will be sent to each homeroom teacher, so they can practice as many times needed before the assembly.</p>	
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8 Appendixes'

8.1 Appendix A

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Monday July 4th of 2022.

Hour and period: From 9:00 am to 10:00 am. In the seven and eight period.

Classroom Observation #1

Objective 2:

To identify the soft skills through the sign language "Lesco."

Category: Soft skills through sign language.

Indicator: respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC vocabulary words in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills are used all the time. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were surprised with the idea of learning certain subjects of Lesco; they didn't hear the specific meaning of it before.
2. Do all students participate actively during the Lesco class? And which ones?	The eleven subjects were acting curious towards the Lesco words.

3. There was any moment that the students were bored during the class. And which ones?	None of the eleven subjects were bored.
4. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	The students saw the vocabulary words until the letter Ñ, in spanish and will continue the rest of the words on Tuesday. The letter who was more complicated to make the sign was: g, h, k, m, n and ñ.
5. Which student or students had more motivation to learn? And which ones?	Subjects from 1-8 have more motivation than subject 9, 10 and 11.
6. What was the student's reaction at the end of the class? And which ones?	By the end of the class the students want it to spell their name in Lesco and to say small sentences like: My name is....

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Monday, July 4 th of 2022.	1. Show and explain to the students what Lesco Sign Language means	Objective 1: For the objective 1 the soft skill of tolerance will be measured while	1. ABC vocabulary Words in Lesco, some greetings and	ABC vocabulary words. 1. With the use of the projector, students will be taught the	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time	1. https://www.youtube.com/watch?v=fhNi4L5xScIc 2. Lesco notebook. 3. Glue. 4. Scissors. 5. Color pencils. 6. Markers.

	<p>and its use.</p> <p>2. Identify the ABC vocabulary words of the Lesco Sign Language and apply them to spell their name.</p>	<p>students try to communicate with each other, especially with a new language.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of adaptability will be measured while each student, adapt to each other in the process of learning.</p>	<p>questions.</p>	<p>ABC vocabulary in Lesco.</p> <p>2. With the use and help of the movement-based learning method, the vocabulary will be reviewed. In addition, students will be taught to greet in Lesco and ask for the name of the student next to them.</p> <p>3. Besides that, in the Lesco Sign</p>	<p>of 15 minutes.</p> <p>3. The last activity will have a time of 15 minutes.</p> <p>4. The last 15 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	
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				<p>Language notebook, the children make a cover on the first page of the notebook. Later: The children will be given a sheet of the Lesco vocabulary where they have to cut and paste in their notebook.</p>		
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8.2 Appendix B

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Tuesday July 5th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #2

Objective 2:

To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC words seen on Monday (letters a-ñ) and the ones seen on Tuesday (letters o-z) in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were thrilled to continue with the other vocabulary words, since the missing letters were part of their names.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the second day were practicing the vocabulary words seen on Monday, very actively

	because they want it to prove that they remember everything.
3. There was any moment that the students were bored during the class? And which ones?	The same subjects 9, 10 and 11 in certain moments were bored and didn't want
4. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	Letters p, q, t, and sometimes the letter x.
5. Which student or students had more motivation to learn? And which ones?	The subjects were motivated to continue learning the vocabulary, because they want to spell completely their names.
6. What was the student's reaction at the end of the class? And which ones?	The students constantly tell at the end if they can review one more time how to spell their names in Lesco, whenever they forgot a word.

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Tuesday, July 5 th of 2022.	1. Show and explain to the students what Lesco Sign Language means	Objective 1: For the objective 1 the soft skill of tolerance will be measured while	1. ABC vocabulary Words in Lesco, some greetings and	ABC vocabulary words. 1. With the use of the projector, students will be taught the	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time	1. https://www.youtube.com/watch?v=fhNi4L5xSclq 2. Ball.

	<p>and its use.</p> <p>1. Identify the ABC vocabulary words of the Lesco Sign Language and apply them to spell their name.</p>	<p>students try to communicate with each other, especially with a new language.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of adaptability will be measured while adapt to each other with in the process of learning.</p>	<p>questions.</p>	<p>ABC vocabulary in Lesco.</p> <p>2. With the use and help of the movement-based learning method, the vocabulary will be reviewed. In addition, with the help of a ball; they have to pass the ball to each of their classmate (whoever they want) saying the vocabulary</p>	<p>of 15 minutes.</p> <p>3. The third activity will have a time of 15 minutes.</p> <p>4. The last 15 minutes left will be to do the activity of presentation.</p>	
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				<p>words in Lesco.</p> <p>3. Besides that, in another page the students will make a group of three and they will print the name of each member of the group. They will practice the name of each other because later they will tell it in front of the class.</p> <p>4. The last activity will</p>		
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				<p>be the presentation of the names of the people who are in the class.</p> <p>In the activity 3 and 4 the students will have the Lesco ABC paste it on the board, so they can see.</p>		
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8.3 Appendix C

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Wednesday July 6th of 2022.

Hour and period: From 9:00 am to 10:00 am. In the seven and eight period.

Classroom Observation #3

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some ABC words seen in Lesco Sign Language in class, or not from the group observed, and of course if the use of the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving the same subject?	The eleven subjects were surprised to see again the vocabulary words.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the class were practicing the vocabulary words more less actively since the topic that they were seeing was the same on Monday and Tuesday. Then they

	change their attitude thanks of the movement-based learning.
3. There was any moment that the students were bored during the class? And which ones?	All the subjects at the beginning were a little bored because they were about to see the same subject on Monday and Friday.
4. What was the sign in the ABC vocabulary words that was the most challenging for the students? And which ones?	Letters g, h, k, m, n, ñ, p, q, t, and x. Sometimes they didn't remember the sign of the letters f and s.
5. Which student or students had more motivation to learn? And which ones?	All the subjects were not motivated at first, then they change opinion when the class advanced.
6. What was the student's reaction at the end of the class? And which ones?	They like and enjoy guessing the flashcard game of the letters.

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Wednesday, July 6 th of 2022.	1. Show and explain to the students the importance of remembering the	Objective 1: For the objective 1 the soft skill of tolerance will be measured while	1. ABC vocabulary Words in Lesco.	ABC vocabulary words. 1. With the use of the projector, students will watch again the ABC vocabulary in Lesco, the	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time	1. https://www.youtube.com/watch?v=fhNi4L5xScIc 2. ABC vocabulary words in flashcards

	<p>vocabulary words.</p> <p>2. Identify the ABC vocabulary words of the Lesco Sign Language and apply them during the class.</p>	<p>students try to communicate with each other, especially with a new language.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of flexibility will be measured while students apply their knowledge of the two Lesco classes before.</p>		<p>video will be seen two times.</p> <p>2. The teacher will tell the letters from a-z if the students remember each sign for the letter.</p> <p>3. With the help of some ABC vocabulary words flashcards made by the teacher, she will put them on the floor. The flashcard will be on disorder</p>	<p>of 15 minutes.</p> <p>3. The last activity will have a time of 15 minutes.</p> <p>4. The last 15 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	
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				<p>and are going to be putted the other way around. The job of the students is to choose only one card and to guess (without any help) the sign for the letter.</p> <p>4. The activity 3 is not finished, the students will continue playing and doing the practice.</p>		
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8.4 Appendix D

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Thursday July 7th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #4

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering the months of the year in the Lesco Sign Language class or not from the group observed, and of course if the use of soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were curious to know that they were about to see another subject in Lesco, but also, they were asking if the subject was easier to learn.
2. Do all students participate actively during the Lesco class? And which ones?	All the students in the third day were very actively because they want it to know and learn a different subject apart from the letters.

<p>3. There was any moment that the students were bored during the class? And which ones?</p>	<p>The same subjects 9, 10 and 11 in certain moments were bored and didn't want to participate at first, then their attitude change when the game started.</p>
<p>4. What was the sign in the days of the week vocabulary words that was the most challenging for the students? And which ones?</p>	<p>For the subjects 3,9 and 10 the most challenging sign was Sunday, Tuesday, and Wednesday.</p>
<p>5. Which student or students had more motivation to learn? And which ones?</p>	<p>All subjects were motivated from the first moment. But the ones who were more motivated was 6 and 7.</p>
<p>6. What was the student's reaction at the end of the class? And which ones?</p>	<p>All subjects thank the teacher for the new topic seen on the class and they said that they have fun too; they also and ask what topic they will see on the next class.</p>

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Thursday , July 7 th of 2022	1. Show and explain the days of the week in Lesco Sign	Objective 1: For the objective 1 the soft skill of tolerance will be measured	1. Days of the week in Lesco sign language.	Days of the week 1. With the use of the projector,	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 15 minutes.	1. https://www.youtube.com/watch?v=EqPegNWaPu4 2. Tablet. 3. A jumping Jack.

	<p>Langua ge.</p> <p>2. Identify the days of the week in Lesco sign language and apply them to spell their name.</p>	<p>while students try to communicate with each other.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of emotional intelligence will be measured while students play with each other at the same time.</p>		<p>students will be taught how to say the days of the week in Lesco sign language.</p> <p>2. With the use and help of the movement-based learning method, the days of the week including how to say day, week, and</p>	<p>3. The second activity will have a time of 15 minutes.</p> <p>4. The last 15 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	
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				<p>calenda r.</p> <p>3. The students with the help of tablets will play kahoot! They will make 4 groups and during the game they have to remember the sign of the day of the week.</p> <p>4. At the end they will learn a song in</p>		
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				Lesco of the days of the week.		
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8.5 Appendix E

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Friday July 8th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #5

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering the months of the year in Lesco Sign Language in class, or not from the group observed, and of course if the use of soft skills it is use at all times The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects at first, they thought that they were going to see the same subject seen on Wednesday, they were surprised it was the months of the year.
2. Do all students participate actively during the Lesco class? And which ones?	All the students were very actively during the Lesco classes.

3. There was any moment that the students were bored during the class? And which ones?	No student was bored that day.
4. What was the sign in the months of the year vocabulary words that was the most challenging for the students? And which ones?	Since the months of the year have a lot of the ABC vocabulary words, they didn't have any complication whatsoever with the sign of each one of them. Sometimes the confused march and May.
5. Which student or students had more motivation to learn? And which ones?	All the students were motivated during the Lesco classes.
6. What was the student's reaction at the end of the class? And which ones?	Students 1 and 2 told to the teacher that they want to continue playing and learning outside on recess. The rest of the students said that the class was really long, but they have fun.

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Friday July 8 th of 2022.	1. Show and explain the students how to say in sign language the	Objective 1: For the objective 1 the soft skill of emotional intelligence will be measured	1. Months of the year in Lesco sign language.	1. With the use of the projector, students will be taught the sign for the months of	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time	1. Lesco notebook. 2. White paper. 3. Color pencils. 4. Markers. 5. https://www.youtube.com/watch?v=EqPegNWaPu4

	<p>months of the year.</p> <p>2. Identify the months of the year in the Lesco Sign Language and apply them to spell their name.</p>	<p>while students try to communicate with each other.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of adaptability will be measured while students try to communicate with each other.</p>		<p>the year in Lesco.</p> <p>2. With the use and help of the movement-based learning method, the students will learn better to say in sign language the months of the year</p> <p>3. Later on, the students will have the opportunity to form groups of 3. In a white paper they will write:</p>	<p>of 15 minutes.</p> <p>3. The last activity will have a time of 15 minutes.</p> <p>4. The last 15 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	<p>6. A Frisby.</p>
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				<p>the date and the month of the year given and chosen by the teacher (she will give them a flashcard of the month of the year), then they will make a drawing of the representation of that month.</p> <p>4. When all groups are finished with the previous task, they will make a charade game</p>		
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				using their body to make the representation of their month; if a group guess the month, they have to say it in Lesco sign language.		
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8.6 Appendix F

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Monday July 11th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #6

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering the numbers from 1 to 31 in the Lesco Sign Language class or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	All the subjects at the beginning were tired and didn't want it to start the class. Then they have fun while the class pass.
2. Do all students participate actively during the Lesco class? And which ones?	All students participate during the class, but subjects 5 and 4 show a particular interest on the numbers.

<p>3. There was any moment that the students were bored during the class? And which ones?</p>	<p>The students were a little bored with the numbers but the subjects 5 and 4 were active and motivated with to learn the numbers in Lesco.</p>
<p>4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?</p>	<p>The numbers were easy to learn for all the subjects. The ones who were really complicated for them was from 11 to 19, for all the subjects.</p>
<p>5. Which student or students had more motivation to learn? And which ones?</p>	<p>Sadly, only the subjects 5 and 4 were interested on learning the numbers, the rest of the subjects were not all the time interested.</p>
<p>6. What was the student's reaction at the end of the class? And which ones?</p>	<p>At the end of the class, the subjects have questions on how to say how older they were in numbers and when they can use the numbers. Of course, the teacher told them quickly the how and when.</p>

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Monday, July 11th of 2022.	1. Show and explain the numbers from 1 to 31 in Lesco Sign	Objective 1: For the objective 1 the soft skill of respect will be measured while	1. Numbers from 1 to 31 in Lesco sign language.	Numbers 1-31 1. With the use of the projector, students will be taught how to say the	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 20 minutes.	1. https://www.youtube.com/watch?v=pQyICYoDq0k 2. A ball. 3. Lesco notebook. 4. Glue. 5. Scissors.

	<p>Language to the students.</p> <p>2. Identify the numbers in Lesco Sign Language and apply them to spell their name.</p>	<p>students try to communicate with each other, especially with the ones who are trying so hard.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of flexibility will be measured while students try to remember the numbers.</p>		<p>numbers from 1 to 50 in Lesco sign language.</p> <p>2. With the use and help of the movement-based learning method, the numbers will be reviewed with the help of the ball.</p> <p>3. In the Lesco notebook the students will write the date, title: Numbers</p>	<p>3. The second activity will have a time of 15 minutes.</p> <p>The last 10 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	<p>6. Color pencils.</p> <p>7. Markers</p>
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				1-31 and then they will review them with a classmate of their choice, then they will change pairs and review the same with another classmate.		
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8.7 Appendix G

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Tuesday July 11th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #7

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering the numbers from 1 to 31, review the days of the week, months of the year and vocabulary related to the calendar in the Lesco Sign Language class or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The 11 subjects, have a lot of energy when they arrived to the Lesco class. They were surprised to see again the days of the week, months of the year, numbers and some vocabulary related to the calendar
2. Do all students participate actively during the Lesco class? And which ones?	All students participate during the class, they were very active while they saw the videos (they were coping the movement)
3. There was any moment that the students were bored during the class? And which ones?	The students were curious all the time because they were seen the last three topics all together. They constantly ask what they were supposed to do with the three topics.
4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?	Since the students already watch the previous topics before, they had knowledge of them, but they still forgot some signs, in the months: march and may still confused them, with October these time. In the days of the week, they confused Tuesday and Wednesday. And for last the numbers from 11 to 19, was hard as well.

5. Which student or students had more motivation to learn? And which ones?	The eleven subjects were excited this time, because they were learning to say in complete sentences the date, as long with some vocabulary words.
6. What was the student's reaction at the end of the class? And which ones?	At the end of the class, the subjects 1-8 told the teacher that they were excited to arrive at home and tell their parents what they learn. The rest of the students thank the teacher, and they told her that they have fun playing.

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Tuesday, July 11th of 2022.	1. Show and explain the importance of using all together the	Objective 1: For the objective 1 the soft skill of tolerance will be measured while	1. Numbers from 1 to 31, days of the week ,	Numbers 1-31, days of the week, months of the year and vocabulary words. 1. With the use of the	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 20 minutes.	1. https://www.youtube.com/watch?v=pQylCYoDq0k 2. https://www.youtube.com/watch?v=EqPegNWaPu4 3. https://www.youtube.com/watch?v=EqPegNWaPu4 4. Flashcards.

	<p>numbers from 1 to 31, days of the week, months of the year, as long with other vocabulary meaning in Lesco Sign Language to the students.</p> <p>2. Identify the numbers, days of the week, months</p>	<p>students try to remember the previous topics.</p> <p>Objective 2:</p> <p>For the objective two the soft skill of adaptability will be measured while students try to communicate with each other and also with the teacher.</p>	<p>months of the year and vocabulary.</p>	<p>projector, students will be taught how to say the numbers from 1 to 31 in Lesco sign language, days of the week, months of the year and vocabulary words.</p> <p>2. With the use and help of the movement-based learning method, the students will practice the topics</p>	<p>3. The second activity will have a time of 15 minutes.</p> <p>The last 10 minutes left will be to review for last time all together, the topic of today's class with the help of the movement-based learning.</p>	<p>5. White board Markers.</p> <p>6. Eraser.</p>
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	<p>of the year and vocabulary in Lesco Sign Language and apply them to say a complete sentences.</p>			<p>seen before. They will formulate a sentence using the flashcards of the days, months, and numbers too. All the time they will be on the floor.</p> <p>3. The following activity will be on the board. They will play “ahorcado” the teacher will choose one day of the week, one month</p>		
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				<p>of the year and a number of her choice. The students have to guess the letters that complete the phrase, but using the ABC in Lesco, and also rememberi ng the sign for each day ,month and number in Lesco Sign Language.</p>		
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8.8 Appendix H

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Wednesday July 13th of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #8

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some colors in Lesco Sign Language class with formulation of sentences (related to the topic) , or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were excited when the subjects was colors, since they want it to say in Lesco: My favorite color is....
2. Do all students participate actively during the Lesco class? And which ones?	Because the subjects were thrilled to do more sentences in Lesco, and because they want it to say their favorite color, the 11 were active during the Lesco class.
3. There was any moment that the students were bored during the class? And which ones?	No subject was bored.

<p>4. What was the sign in colors that was the most challenging for the students? And which ones?</p>	<p>Subjects: 1,4 and 6 had a hard time doing the sign for colors black, pink, and purple. Subjects 2, 3, 5 and 7: Have a hard time with colors red and orange. The rest of the subjects didn't have complications.</p>
<p>5. Which student or students had more motivation to learn? And which ones?</p>	<p>All the subjects have a great motivation that day.</p>
<p>6. What was the student's reaction at the end of the class? And which ones?</p>	<p>All the subjects tell the teacher that they like the Lesco classes, during recess they approach the teacher to continue asking for the sign of some colors that they didn't remember.</p>

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Wednesday, July 13 of 2022	1. Show and explain the colors in Lesco Sign Language.	Objective 1: For the objective 1 the soft skill of respect will be measured while	1. Colors in Lesco sign language.	Colors 1. With the use of the projector, students will be	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 20 minutes.	1. https://www.youtube.com/watch?v=1wzRCIzmX_o 2. Paper. 3. Pencil.

	<p>2. Identify the colors in Lesco Sign Language and apply them to spell their name while they learn to say a short sentences like: My favorite color is...</p>	<p>students try to communicate with each other.</p> <p>Objective 2:</p> <p>For the objective 2 the soft skill of tolerance will be measured while students play with each other and play at the same time.</p>		<p>taught how to say the colors of the rainbow in Lesco sign language.</p> <p>2. With the use and help of the movement-based learning method, the students will learn to make a sentences pattern presented by</p>	<p>3. The second activity will have a time of 15 minutes.</p>	
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				<p>the teacher.</p> <p>3. The students will get in groups of four and chose a word/sign of the sentences they choose and a color; one student will translate in front of the class the whole sentences while their friends</p>		
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				make the sign.		
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8.9 Appendix I

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Thursday, July 14 of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #9

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some means of transportation in Lesco Sign Language in class, or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	The eleven subjects were excited to know how to say in sign language their favorite mean of transportation and also to say in which ones they have been.
2. Do all students participate actively during the Lesco class? And which ones?	The eleven subjects were active all the time because of their excitement to learn the means of transportation.

3. There was any moment that the students were bored during the class? And which ones?	No student was bored that day.
4. What was the sign in the numbers vocabulary words that was the most challenging for the students? And which ones?	Subject 2 and 3 confused the sign of motorcycle and bike. Subjects 5 and 11 have a hard time doing the train sign. The rest of the subjects didn't have complications with the other means of transportation in sign language.
5. Which student or students had more motivation to learn? And which ones?	All the subjects have a lot of motivation.
6. What was the student's reaction at the end of the class? And which ones?	All the subjects at the end of the class, ask to learn more means of transportation.

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Thursday, July 14 of 2022.	1. Show and explain the means of transportation in	Objective 1: For the objective 1 the soft skill of adaptability will be	1. Means of transportation in Lesco sign language.	Means of transportation 1. With the use of the projector,	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 25 minutes.	1. https://www.youtube.com/watch?v=gekLr5RPXg 2. Tablets. 3. Headphones.

	<p>Lesco Sign Language.</p> <p>2. Identify the means of transportation in Lesco sign language and apply them to spell their name.</p>	<p>measured while students try to communicate with each other.</p> <p>Objective 2: For the objective 2 the soft skill of emotional intelligence will be measured while students play with each other the same time.</p>		<p>students will be taught how to say the basic means of transportation in Lesco sign language (car, bike, bus, train, airplane, ship, and motorcycle).</p> <p>2. With the use and help of the movement-based</p>	<p>3. The second activity will have a time of 20 minutes.</p>	
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				<p>learning method, students will make the sign for each means of transportation while one student will have headphones on it to not listen to her/his classmates.</p> <p>3. The students with the help of tablets will play kahoot! They</p>		
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				will make 4 groups and during the game they have to rememb er the means of transpor tation in Lesco Sign Langua ge.		
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8.10 Appendix J

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interviewer: Elisa Bravo González

Site: San José

Number of students: 11

Date of observation applied: Friday, July 15 of 2022.

Hour and period: From 10:00 am to 11:00 am. In the nine and ten period.

Classroom Observation #10

Objective 2:

1. To identify the soft skills through the sign language “Lesco.”

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

The purpose of this observation is to determine whether there are any signs of identifying and remembering some domestic animals’ words in Lesco Sign Language in class, or not from the group observed, and of course if the soft skills it is use at all times. The information collected here will be strictly used in an investigation project and is totally confidential.

Aspect to observe	Observations
1. What was the first impression of the students with receiving a different subject?	All the subjects have an animal in their houses. When they heard about the topic, they were excited.
2. Do all students participate actively during the Lesco class? And which ones?	All the subjects, participate actively because of the game and to know about the sign for their pet.
3. There was any moment that the students were bored during the class? And which ones?	No student was bored.

<p>4. What was the in the domestic animals' vocabulary that was the most challenging for the students? And which ones?</p>	<p>For subject 8,9 and 10 the sign for parakeet, turtle and lizard was hard again. For subjects 2, 3 and 5 the sign for lizard was hard also. For the rest of the subjects there was no complications with the rest of the domestic animal's sign</p>
<p>5. Which student or students had more motivation to learn? And which ones?</p>	<p>All subjects were motivated.</p>
<p>6. What was the student's reaction at the end of the class? And which ones?</p>	<p>Since this was the last time of Lesco classes, the students were a little sad but also, they were thankful. After the classes, in the hallway some subjects saw the teacher and told her that they miss the Lesco classes.</p>

Universidad Hispanoamericana
 School: Saint Joseph, Moravia La Guaria
 Level: First grade
 Trimester: II
 Teacher: Elisa Bravo González

Objective 1: To identify the soft skills through the sign language “Lesco”.

Category: Soft skills through sign language.

Indicator: Respect, tolerance, and emotional intelligence, adaptability, and flexibility.

Objective 2: To apply the inclusive education through the sign language “Lesco” in the classroom of the summer vacation camp.

Category: Inclusive education through sign language Lesco.

Indicator: Participation of the students, empathy, and excitement to learn Lesco.

Day	Objectives	Soft skill	Content	Learning experiences	Time of work per activity	Resources
Friday, July 15 of 2022.	1. Identify the domestic animals in Lesco Sign Language	Objective 1: For the objective 1 the soft skill of tolerance will be measured	1. Domestic animals in Lesco sign language.	Domestic animals 1. With the use of the projector,	1. The first activity will have a time of 15 minutes. 2. The second activity will have a time of 20 minutes.	1. https://www.youtube.com/watch?v=pToCnp5HuhQ

	<p>ge and apply them to spell their name while they learn to say a short sentences like: I have a... and its name is...</p>	<p>while students try to communicate with each other.</p>		<p>students will be taught how to say the domestic animals in Lesco Sign Language.</p> <p>2. With the use and help of the movement-based learning method, the students will learn to make a sentences pattern</p>	<p>3. The second activity will have a time of 25 minutes.</p>	
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				<p>present ed by the teacher of how many animals they have in their houses.</p> <p>3. The students will get in groups and choose 3 animals; when they already decided they will make the mimic of the animal</p>		
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				in front of their classmates and the rest of the group have to guess in Lesco which is the animal.		
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8.11 Appendix K

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Questionary made by: Elisa Bravo González

Site: San José

Date of interview applied: _____

Interview to the students

Objectives:

1. To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

Category: Sign language, with soft skills and inclusive education.

Indicator: Respect, tolerance, and emotional intelligence.

El propósito de esta entrevista es el de conocer tu opinión acerca de las clases de LESCO que recibiste. Esta información es confidencial y anónima, por lo que nadie se enterará de tu opinión.

Género: Femenino () Masculino ()

Edad: _____

1. ¿Qué entendiste sobre lo que es Lesco?

2. ¿De todos los temas que vimos en clase, cual tema fue el que te gusto más?

3. ¿En algún momento te sentiste frustrado/a cuando te costo hacer una seña y cuál?

4. ¿Qué valor sientes que fue el más importante al aprender Lesco ? ¿Y por qué?

5. ¿Sientes que deberíamos ayudar más a las personas que tienen discapacidad auditiva? ¿Y por qué?

6. ¿Porque es importante que usemos la tolerancia con las personas no solo discapacidad auditiva sino también con cualquier otra discapacidad?

7. ¿Porque es importante que usemos el respeto con las personas con no solo discapacidad auditiva sino también con cualquier otra discapacidad?

8. ¿Porque es importante que usemos la inteligencia emocional con las personas no solo discapacidad auditiva sino también con cualquier otra discapacidad?

9. ¿Te gustaría seguir aprendiendo hablar más en Lesco?

8.12 Appendix L

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Interview made by: Elisa Bravo González

Site: San José

Date of interview applied: _____

Interview for teachers

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

El propósito de este cuestionario es conocer su opinión y conocimiento de la ley 9822, estipulada en Costa Rica en el año 2020 acerca del “Reconocimiento y promoción de la lengua de Señas Costarricense (Lesco), como patrimonio cultural y lingüístico de la comunidad de personas sordas”. Además, se desea conocer las técnicas que usted como profesional utilizaría si desea seguir utilizando el lenguaje Lesco dentro de las aulas. Aunque la investigación será realizada en inglés, este cuestionario se realizará en español para su mayor comodidad. Toda la información recabada será utilizada estrictamente con propósito investigativo, por lo que es totalmente anónima y confidencial.

1. Ha escuchado a alguien hablar sobre el lenguaje de señas costarricense, comúnmente conocido como: ¿Lesco? ¿Dónde? ¿Y con quién? Especifique su respuesta

2. ¿Conoce usted, la ley 9822 de Costa Rica? Escriba algún conocimiento que tenga de ella.

3. ¿Cree usted que la ley 9822, ayude de alguna manera a respetar los derechos de las personas con discapacidad auditiva? Especifique su respuesta.

4. Sí en su clase, hubiese un estudiante con discapacidad auditiva. ¿Qué haría usted como docente para ayudar a este niño durante el curso lectivo? Especifique su respuesta

5. Estipulado en la ley 9822, ¿conoce usted lo que dicta en el capítulo 2 artículo 11? Escriba brevemente y en sus palabras lo que entiende de ella.

6. Estipulado en la ley 9822, ¿conoce usted lo que dicta en el capítulo 2 artículo 12? Escriba brevemente y en sus palabras lo que entiende de ella.

7. Estipulado en la ley 9822, ¿conoce usted lo que dicta en el capítulo 2 artículo 13? Escriba brevemente y en sus palabras lo que entiende de ella.

8. ¿Cree usted que los niños de Costa Rica deberían aprender el lenguaje de señas costarricense para tener una sociedad más inclusiva? Especifique su respuesta.

9. ¿Estaría dispuesto/a usted, como docente aprender Lesco? Especifique su respuesta.

10 ¿Estaría dispuesto/a usted, promover el aprendizaje del lenguaje de señas? Especifique su respuesta.

8.13 Appendix M

Universidad Hispanoamericana

English Teaching Program

Topic: The Lesco Sign Language that develops the soft skills in the inclusive education at Saint Joseph School, Moravia during the first semester of 2022.

School: Saint Joseph

Questionary made by: Elisa Bravo González

Site: San José

Date of interview applied: _____

Questionary for parents

Objective: To determine the educational purpose of the sign language “Lesco” in the soft skills into the inclusive education.

El propósito de este cuestionario es conocer su opinión y conocimiento sobre la educación inclusiva en Costa Rica, sobre todo con aquellas personas que presentan discapacidad auditiva. Aunque la investigación será realizada en inglés, este cuestionario se realizará en español para su mayor comodidad. Toda la información recabada será utilizada estrictamente con propósito investigativo, por lo que es totalmente anónima y confidencial.

1. Ha escuchado a alguien hablar sobre el lenguaje de señas costarricense, comúnmente conocido como: ¿Lesco? ¿Dónde? ¿Y con quién? Especifique su respuesta

2. ¿Conoce usted, la ley 9822 de Costa Rica? Si su respuesta fuera sí escriba algún conocimiento que tenga de ella.

3. ¿Cree usted que en las escuelas haya todavía más inclusión hacia las personas que tengan una discapacidad auditiva? Especifique su respuesta.

4. Sí usted tuviera un familiar con alguna discapacidad auditiva (específicamente, si tuviera un hijo/a) y está por ingresar a una escuela, ¿Qué espera o que le gustaría que hiciera la institución por su hijo/a? en términos de inclusión . Especifique su respuesta

5. ¿Ha visto algún cambio (en la inclusión) de las personas sordas ANTES del 2020? Especifique su respuesta.

6. ¿Ha visto algún cambio (en la inclusión) de las personas sordas DESPUÉS del 2020? Especifique su respuesta.

7. ¿Cree usted que los estudiantes deberían aprender más sobre lo que es ser inclusivo sobre todo con las personas “sordas”? Escriba su opinión.

8. ¿Cree usted que los niños de Costa Rica deberían aprender el lenguaje de señas costarricense para tener una sociedad educativa más inclusiva? Especifique su respuesta.

9. ¿Conoce usted alguna escuela en Costa Rica que proporcione el servicio de lenguaje de señas (Lesco) a niños? Especifique su respuesta
