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Title: Quality from participant perspectives: A case of inclusion in multilingual classrooms

## Abstract

Inclusion is widely considered a value and hallmark of quality teaching (Booth & Ainscow, 1998). However, inclusion is complex, situationally contingent, and subject to local political definition (Piller & Takahashi, 2011). Thus, Booth and Ainscow (1998) note, “the rules of particular educational, cultural and political systems” (p. 5) and teacher and student perspectives are crucial to analyzing classroom practices of inclusion and making comparisons across contexts. The current study examines conceptions of inclusive teaching from teacher ( $n=1$ ) and student ( $n=56$ ) perspectives in three linguistically diverse upper secondary English classes in Norway, including mainstream and sheltered settings. The research questions include:

1. How do an English teacher and his students define teaching quality with respect to inclusion?
2. How do they relate inclusive teaching practice to linguistic diversity?

Linguistic ethnography was used as an overarching methodological and interpretive approach that identifies and contextualizes participant perspectives (Copland & Creese, 2015). Data include field notes (29 lessons), classroom video-recordings (18 lessons), student language portraits, and recordings of stimulated recall interviews (1 teacher; 17 students). The data were coded through an abductive process (Alvesson & Sköldberg, 2017). The study found that the teacher was reluctant to highlight linguistic or cultural differences during teaching, especially in mainstream classes. Many students affirmed this understanding of inclusive teaching. In addition, some students positioned minority languages as exclusionary of students who could not understand. Nonetheless, a few students called for more explicit inclusion of their multilingual repertoires in English teaching. This study highlights the complexity of participants’ perceptions of teaching quality and the ways in which these perceptions may depart from previous research consensus (e.g., Cummins et al., 2005; Lotherington, 2013). Developing such detailed insights into participants’ understandings of teaching quality is important for credibility and validity in the meanings ascribed to local teaching practices.

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