**During the 2010 Peruvian school year I conducted 9 months of fieldwork in Iquitos,Peru, which consisted of observation, filming, and semi-structured interviews in an inclusion classroom with one deaf student, Estefany. Starting with the topic of marginalized populations in educational contexts, I analyze one interaction between Estefany and a classmate. The Inclusion Bill passed by the Peruvian Ministry of Education calls for educational materials that respond to the specific needs of the students’ disabilities, however the reality for poor cities is that there are no economic resources to provide them. Thus, the inclusion context has created a setting in which Estefany is surrounded by hearing classmates and teachers, but she herself possesses no complete language, neither oral Spanish nor a signed language. Nevertheless, in conducting this analysis one observes that Estefany cannot be seen merely as a marginalized person. Her communication system in this clip, especially how she capitalizes on the structure of conversational openings to effectively begin the interaction, demonstrates the way in which she consistently challenges the position of “linguistically marginalized”. On the other hand, the closing of her conversation speaks to her inability to have extended turn-taking interactions and thus, the limitations of her communication system. This microanalysis problematizes the notion of what it means to be marginalized and demonstrates that inclusion and segregation may not always be mutually exclusive concepts.**