

## **Everyday languaging in a Danish school: Struggles between institutional constraints and researcher agendas**

Jørgensen and Jørgensen & Mortensen originally suggested the *languaging approach* because of a theoretical need, emerging on an empirical basis (e.g. Jørgensen 2008, 2012). They – and we - needed an apparatus that did not treat languages as coherent packages and given entities. At the same time, this apparatus needed to be sensitive to the observation that languages seemed relevant to participants in the sociolinguistic projects conducted, and this on a number of levels. Our dominant sociolinguistic methodology changed since the languaging approach was suggested towards *linguistic ethnography* (e.g. Karrebæk & Charalambous 2016). In return our ethnographically based insights invited us to rename the approach, among other things to emphasize the ordinariness and everyday character of the different practices and ideologies observed. Last, the type of social context and the social categories we were interested in changed – along with Danish society – into something far more diverse, and the alignment between practices and ideologies among participants and in relation to the context in which they were situated became increasingly complex.

In this paper, I will offer some reflections on the what's and why's of the notion of everyday languaging. I will discuss some of the discrepancies and opportunities that we have discovered along the road and demonstrate some of the insights we have reached. I will focus on data from an urban Copenhagen school, in which diversity is a condition, and yet, it does not sit well with the over-all understanding of the educational setting. In addition to the difficulties faced by researchers, the cases thus also demonstrate the difficulties faced by both teachers and students as they navigate between the well-known ideological structure and the attempts at incorporating in meaningful ways the linguistic resources brought along by students.