



# Teaching practices, link to body and gender in STAPS practical training in Tunisia

1

**Hejer BEN JOMAA, PhD**  
**Manouba University, Tunisia**

## **Gender studies in Physical Education (PE) didactics**

- “the gendered links to knowledge”;
- “the gender inequality in teacher/student(s) interactions”;
- “the differential didactical contract” (Schubauer-Leoni, 1996) in the professional didactic spaces.

# The problematic of the “body” and “gender” in sports teaching

- ▶ Little research has explicitly tackled teaching practice from a **corporal perspective** despite of the crucial role of **teacher’s body** in **delivering knowledge and maintaining the didactic relationship** in the teaching-learning process.
- ▶ The **gendered body** incorporates the **already-there and lived personal experiences** of the teacher whoever he is **a male or a female** → **Feminine VS Masculine**
- ▶ “**Ostension**” and “**Proxemics**” are considered as **tools of “body verbalization”** which present “the set of psychological behaviors and processes that allows to transmit and to receive information” (Clément & Noels, 2006),

This study deals the problematic of the link to body of two experienced university teachers (one male and one female) specialist of a particular sport activity (Athleticism in our case) facing the lack of the verbal analytical framework to understand and analysis the *in situ* teaching practice.

# Research Questions

- ▶ How the **specialist teacher** “verbalizes” his body while teaching test and what are the knowledge issues transmitted?
- ▶ What **epistemological and professional posture** does he/she adopt?
- ▶ How his/her **link to body** affects his/her teaching practice (ostension, proxemics, gestuality) while transmitting knowledge?

# Conceptual framework

## The link to body

“It refers to the emotive and intimate relationship that a person may establish with his own body” (Ben Jomâa, Abdelkafi, Chihi, Majdoub, Kpazai, 2018) .

- ▶ In order to transmit the knowledge, the teacher has **to stage and theatricalize his body** and **let it talk** through **distance** and **gesture**.
- ▶ To do so, the teacher uses several dispositive “to show, demonstrate and to correct through various distances” (Magali & Geneviève, 2012).
- ▶ The body is “considered as a privileged place of the registration of **the gender norms**” (Cogérino & Mansey. 2010).

## Ostension

- ▶ The ostension is **the way** by which the teacher **shows** “all constitutive relations and elements of the targeted notion” (Salin, 2002).
- ▶ It is **a tool to deliver and demonstrate** the knowledge and the know-how through different **verbal and nonverbal forms** depending on the **type of knowledge** and teacher's **intentions**.
- ▶ We rely on the ostension forms scale of Salin (2002): **Direct verbal ostension, Direct physical ostension, private physical ostension, disguised ostension and non ostension**

## “Proxemics” or “didactic distance”

- ▶ The didactic distance (Forest, 2006) correspond to the metric interpersonal distance between the teacher and the corresponding student(s) through which he transmits the targeted knowledge using either language or bodily gesture.
- ▶ We rely on Hall's (1986) distance types: **Intimate, personal, social and public distance with their two forms: close and remote.**

# Material and method

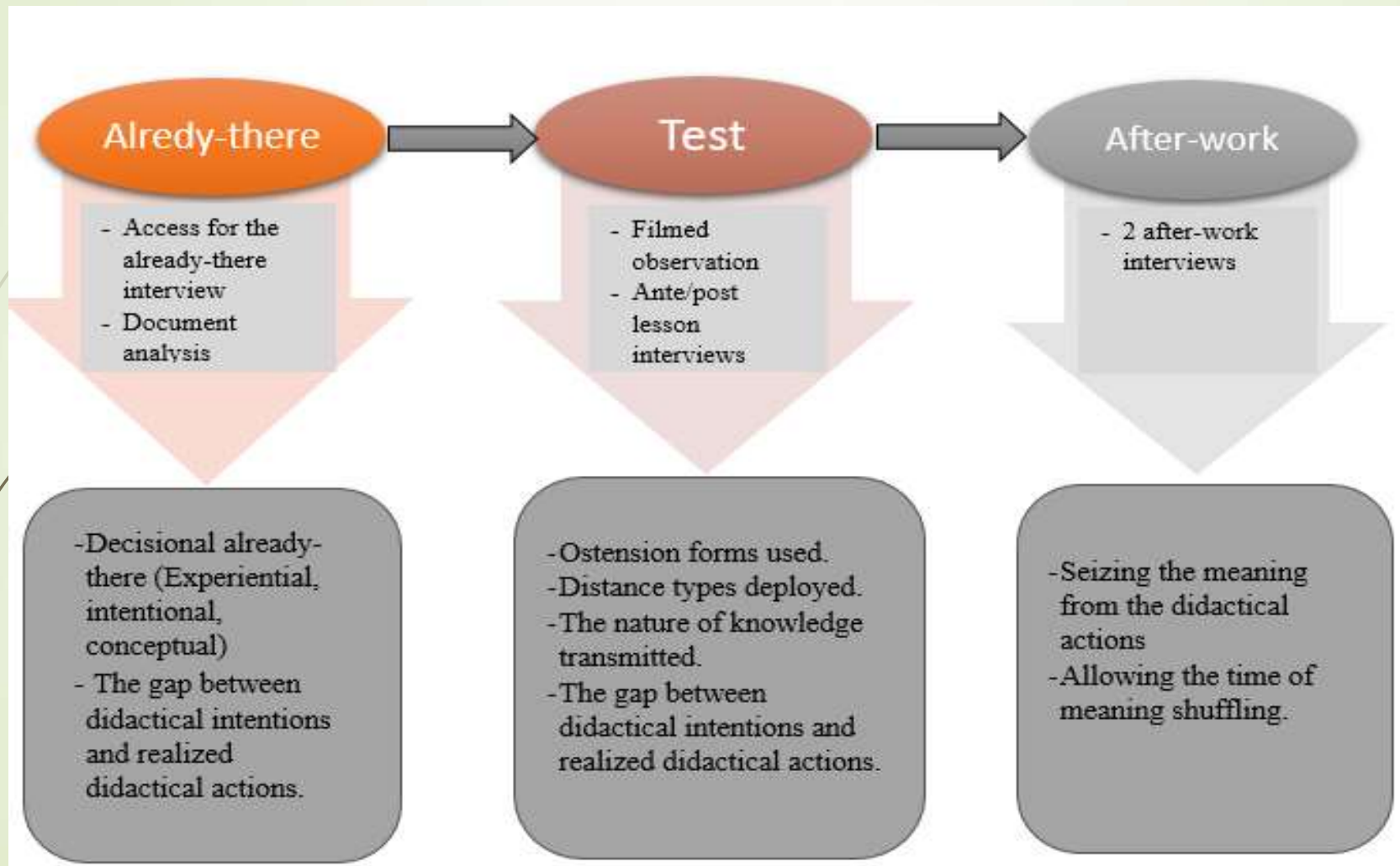


Figure 1: The three tenses of the clinical didactics methodology



**Table 1: The ostension forms retained for the survey**

<b>Ostensive forms</b>	<b>Codes</b>		<b>Comments</b>
<b>Verbal Direct Ostension</b>	<b>(VDO)</b>		Knowledge is explained by PE teacher who does not have the technical abilities or does not want to demonstrate it.
<b>Total or Partial Private Physical Ostension (manipulation)</b>	<b>Total</b>	<b>(TPPO)</b>	Knowledge is transmitted to the student through the manipulation of his body. This manipulation may be either total (from the beginning until the end of the movement) or partial (a part of the movement).
	<b>Partial</b>	<b>(PPPO)</b>	
<b>Total or Partial Physical Direct Ostension (demonstration)</b>	<b>Total</b>	<b>(TPDO)</b>	Knowledge is physically demonstrated by the teacher's body. This demonstration may be total or partial.
	<b>Partial</b>	<b>(PPDO)</b>	
<b>Physical Indirect ostension</b>	<b>(PIO)</b>		Knowledge is physically shown by the means of the demonstration of other students.
<b>Disguised Ostension</b>	<b>(DO)</b>		Knowledge is shown through either showcasing objects from the "environment", or questioning students about these relevant objects. (Linked mostly to verbal direct ostension)
<b>No Ostension</b>	<b>(NO)</b>		The teacher does not use any form of ostension.



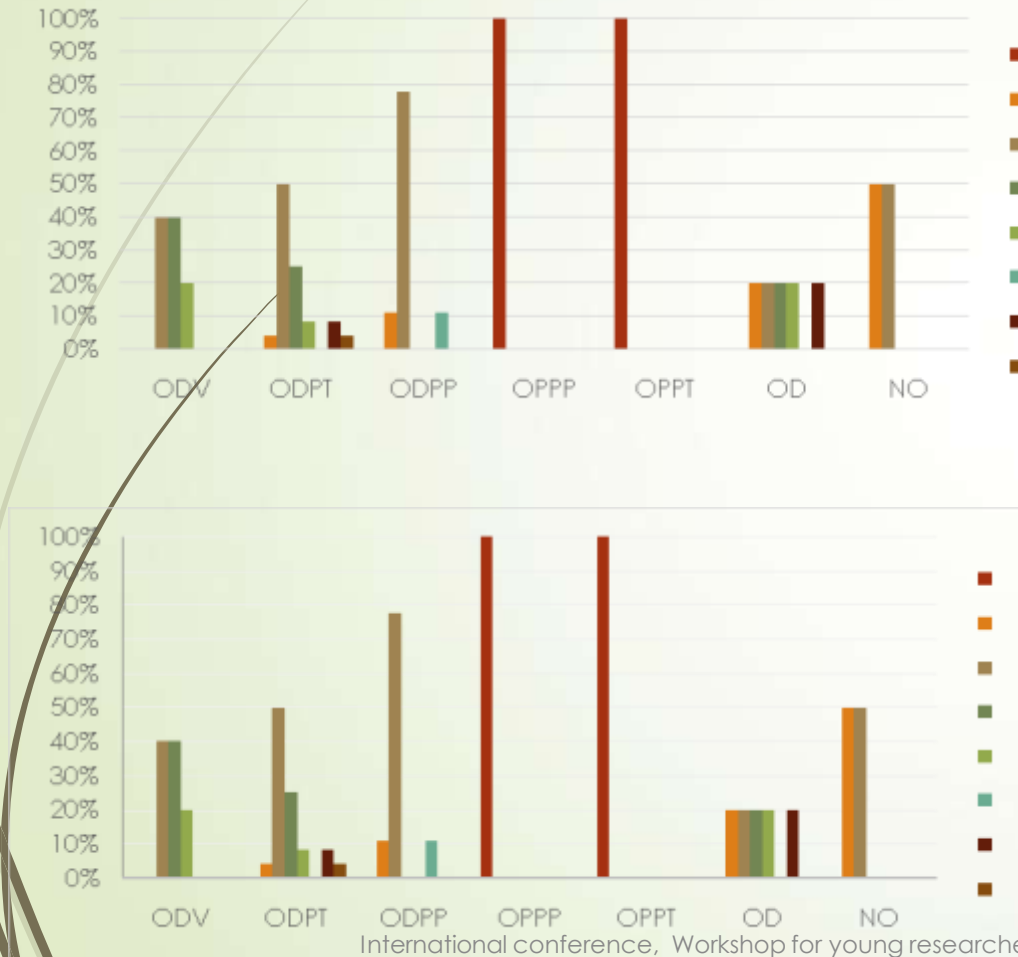
**Table 2: The interpersonal distance scale (Hall, 1966-1986)**

Distance	Close mode	Remote mode
Intimate (ID)	Corpse to corpse	From 15 cm to 40 cm
Personal conversation (PCD)	From 45 to 74 cm	From 75 to 125 cm
Social interaction (SID)	From 1,25 m to 2,10 m	From 2,10 to 3,60 m
Public (PD)	From 3,60 m à 7,50 m	From 7,50 m beyond

# Results

- ▶ Our results will be presented in the form of **didactic vignettes** which gather all the **pertinent and singular both elements** of the **differential link to body** related to each case from both **qualitative** and **quantitative** analyses.
- ▶ We used the data analysis software **Sphinx IQ2** to make all the statistics.
- ▶ The results are found from the **triangulation (Van Der Maren, 1996)** of **quantitative and qualitative data** out coming from all the **three tenses** of the **clinical didactic methodology**,

► **The differential link to body of Samar (the feminine teacher-body):**



Samar **exposes her corporeity** through the use of **different distance categories in relation with ostensive projections** in order to exhibit a certain **regulatory strategy** and implement useful corrections to limit the failure of the students. Statistics show that she delivers the knowledge using the manipulation of students' bodies through the use of **partial private physical ostension (PPPO):** (6%) in Lesson L1 and (18%) in L2 and/or the **total private physical ostension (TPPO):** (4%) in L1 and 14% in L2 from an intimate distance (ID).



12

## Screenshot 1



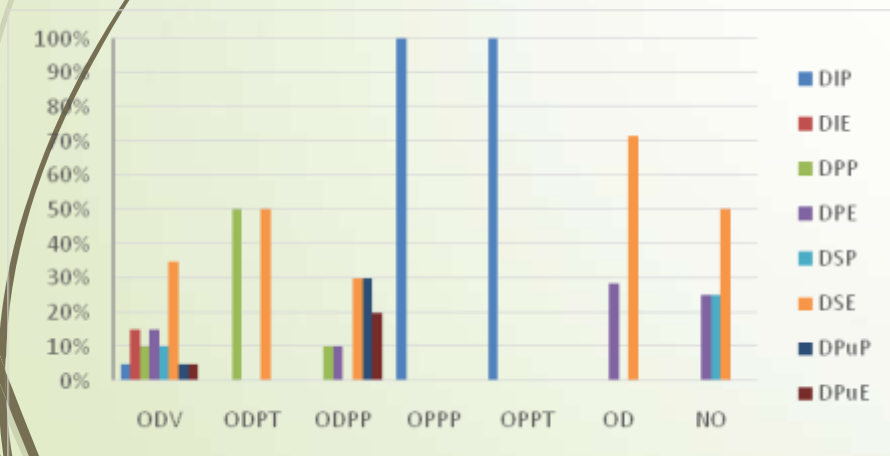
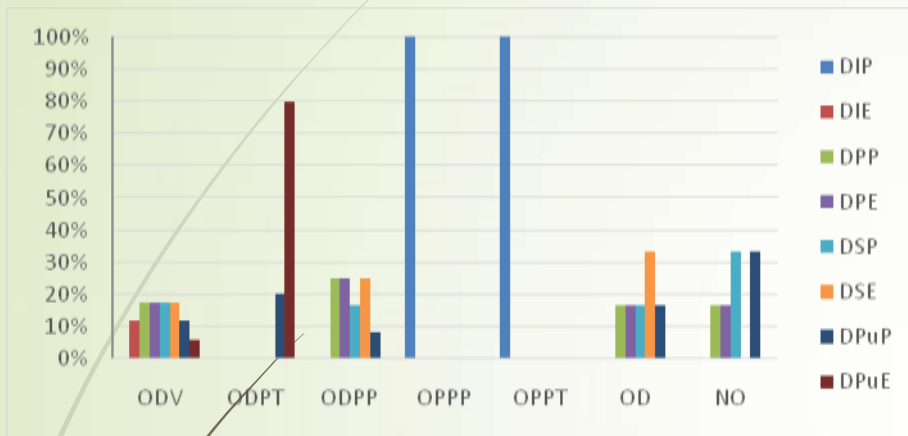
Ostension	TDPO
Distance	PD

Through her **regulatory body**, her bodily actions are important to deliver better the targeted knowledge. She stays in front of all her students in a **personal distance** (PD) to **show-off** her **expert feminine body** through **direct physical ostension** (total TDPO and partial PDPO)

International conference, Workshop for young researchers and master students in gender studies, 15-18 April 2019

- Samar varies the didactic distance depending on the knowledge that she intends to transmit.
- Samar's body seems to be totally involved in teaching action.
- She develop a new regulatory didactic strategies: corporal strategies

## ➔ The differential link to body of Ali (the masculine teacher-body)



Ali's teaching practice is characterized by a **preferential use of the direct verbal ostension (DVO)** with (34%) in L1 and (40%) in L2 depending on the sport activity taught and the didactic distance. He uses **a public distance (PD)** by (16%) in L1 and (12%) in L2 and **social distance (SD)** by (16%) in L1 and (24%) in L2. Ali uses the non ostension (NO) form frequently (12%) in L1 and (14%) in L2 as he **stays away and just observes** in a SD and PD

## Screenshot 4



Ostension	NO
Distance	SD

Ali uses distance as **a tool of knowledge devolution** towards the students who are responsible of the **co-construction of knowledge**. Thus, his bodily attitude and the use of distance linked to each other show a certain **significance**. Indeed, his movements and displacements “can be also **as significant as the verbal message**” (Cosnier & Brossard, 1984).

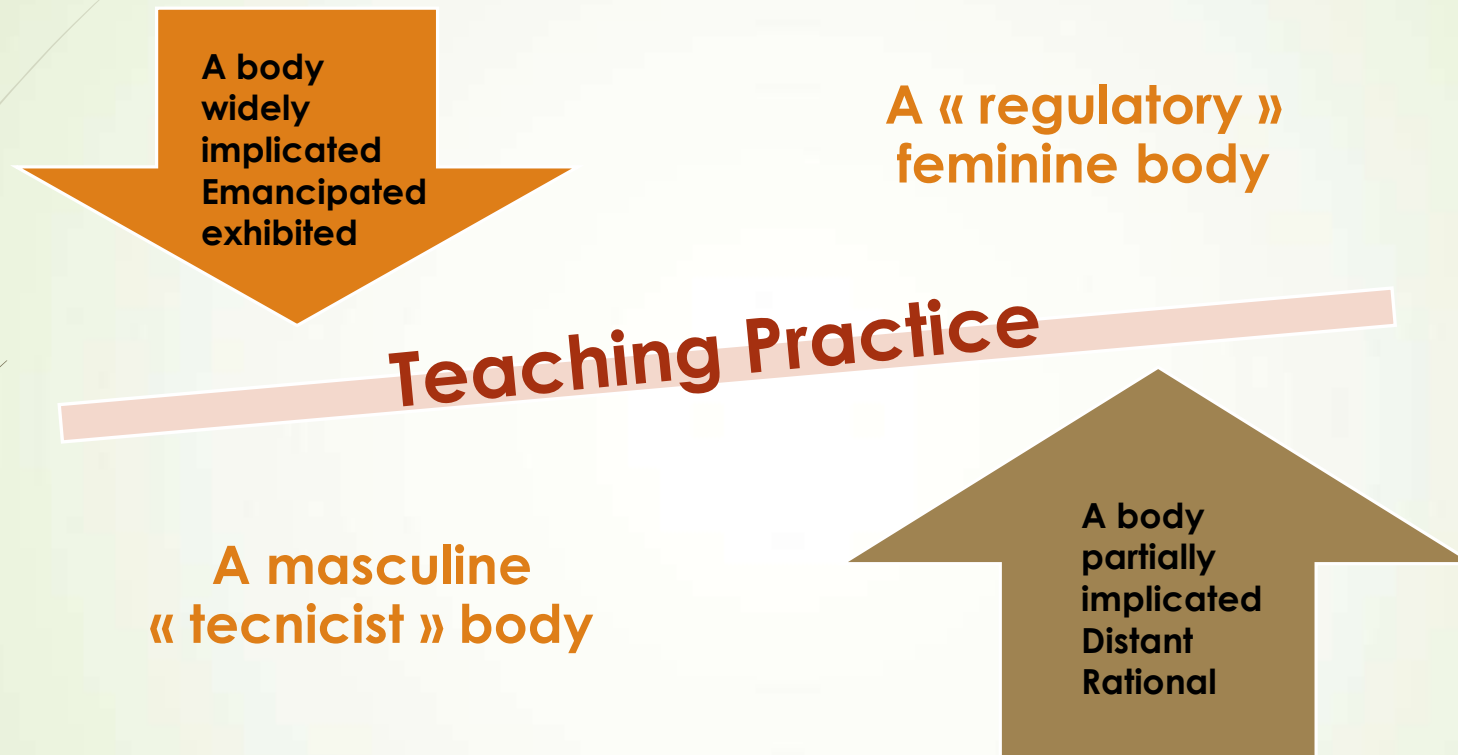
→ Ali mostly prefers defining the teaching situations verbally as he partially implicates his body in his actions.

→ His professional experience and sport expertise seem to affect his teaching practice notably in his use of distance and ostension and his technician link to a masculine body.

# Discussion and conclusion

- ▶ The expert and experienced teacher uses a “**didactic conversion**” (Buznic-Bourgeaq, 2009) of their **personal knowledge** originating from their **sport expertise**. Their choice of ostension forms and distance types have some **clear significance of their didactic intentions**.
- ▶ The case study reveals the **singularity** (Carnus, 2015) of each teacher depending on their **personality** as well as their **gender** especially the differential link to feminine/masculine teacher-body.
- ▶ The feminine teacher-body is mostly **exhibited, emancipated and implicated** unlike the masculine one which is mostly **distant, passive but rational**.





**Figure 2: The feminine teacher-body vs the masculine teacher-body**

*Thank you!*