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**Cultures, Disciplines, Interactions: Contextualizing Diversity in Physical Activities and Physical education**

**Teaching PE in disadvantaged schools: teachers' building of contextualization competencies**

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**Abstract** (300 words)

The paper focuses on the determinants that impact teacher's didactic activity in class. These determinants are the result of interaction between internal and external processes that have effects on teacher practices and the differences between those practices may create inequality. The relationships between context and situation are examined using didactical and sociological approaches. In this perspective, the context is no longer considered as a notion that "likely imposes, conditions, configures situations and thus determines actions (especially of a didactic order) to be carried out" but rather, as a "notion which would contribute to reflect on the situations and suggest interpretations" (Castelloti, 2014). "Contextualization processes" are thus defined as "the set of interactive relationships between the teacher and the context while practicing" (Marcel, 2002). This definition allows us to ponder on the following: where does the context take place and what is the role of the actors during a teaching and learning sequence. In that line the contextualization work of the teacher, which means his competency to associate different scales of context (dispositional, subjective contextual and situational) consists of understanding and acting appropriately with regard to students' activities.

The data come from a comparative study of two PE teachers teaching table tennis lessons in disadvantaged schools. Qualitative analyses of videotaped lessons and teacher's semi-directive interviews conducted through self-confrontation point out various forms of "professional gestures of contextualization" that are specific to each teacher. These contextualization competencies vary according to how much they are anchored with the culture, the implicit norms of the institution, and the professional history and experience of each teacher. Teaching in disadvantaged school requires teachers to adapt their actions

to the specificities inherent to the context. The findings show that each teacher constantly seeks to resolve conflicts generally reflecting the interweaving of multiple layers of determinants: epistemic, subjective, cultural and institutional. All these determinants shape teacher's contextualization competencies that impact and make a difference in terms of equal opportunities for student learning.

Marcel, J. -F. (2002). Le concept de contextualisation : un instrument pour l'étude des pratiques enseignantes. *Revue française de pédagogie*, 138, 103-113.

Castellotti, V. (2014). Contexte, contextualisation, cultures éducatives. Quels usages ? Pour quelles orientations de la recherche en DDL ? Dans S. Babault, M. Bento, L. Le Ferrec et V. Spaeth (dir.), *Actes du colloque international Contexte global et contextes locaux. Tensions, convergences et enjeux en didactique des langues* (p. 111-124). Paris : Université Paris Sorbonne/FIPF. Disponible en ligne sur [http://www.academia.edu/12308739/Contexte\\_contextualisation\\_cultures\\_éducatives.\\_Quels\\_usages\\_Pour\\_quelles\\_orientations\\_de\\_la\\_recherche\\_en\\_DDL\\_](http://www.academia.edu/12308739/Contexte_contextualisation_cultures_éducatives._Quels_usages_Pour_quelles_orientations_de_la_recherche_en_DDL_).

**Keywords:** socio-didactics, context, disadvantaged environment, didactic contextualization