



**¿PUEDEN APRENDERSE CONCEPTOS/PROCEDIMIENTOS SOBRE EXPRESIÓN CORPORAL AL MISMO TIEMPO QUE SE TRABAJA LA CONDICIÓN FÍSICA?  
CAN CONCEPTS/PROCEDURES ABOUT BODY EXPRESSION BE LEARNED WHILE WORKING THE PHYSICAL FITNESS?**

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**RESUMEN**

El objetivo del estudio fue comparar el efecto de una unidad didáctica de expresión corporal con una unidad didáctica de expresión corporal-mantenimiento de la condición física sobre el aprendizaje conceptual y procedimental de expresión corporal en estudiantes de educación secundaria en el contexto de la educación física. Una muestra de 107 alumnos (55 varones y 53 mujeres) de 1º-2º curso de educación secundaria fueron asignados aleatoriamente (por clases naturales) al grupo control (1 clase), expresión corporal (2 clases) y expresión corporal-condición física (2 clases). Los grupos de expresión corporal y expresión corporal-condición física tenían un mejor aprendizaje conceptual que el grupo control ( $p < 0,01$ ). En cambio, entre los grupos de expresión corporal y expresión corporal-condición física no se encontraron diferencias estadísticamente significativas ( $p > 0,01$ ). Un programa de mantenimiento de la condición física en educación física no impide desarrollar simultáneamente el aprendizaje conceptual sobre el contenido de expresión corporal.

**PALABRAS CLAVE:** expresión corporal, educación física, condición física relacionada con la salud, adolescentes, intervención educativa.

**ABSTRACT**

The purpose of the study was to compare the effect of a body expression teaching unit with a teaching unit of body expression and maintenance of physical fitness on conceptual and procedural body expression learning in secondary education students in the Physical Education setting. A sample of 107 students (55 males and 53 females) of 1<sup>st</sup>-2<sup>nd</sup> grade of secondary education were randomly assigned (by natural classes) to control group (1 class), body expression group (2 classes) and body expression-physical fitness group (2 classes). The body expression and body expression-physical fitness groups had a better conceptual learning than the control group ( $p < 0.01$ ). However, statistically significant differences between body expression and body expression-physical fitness groups were not found ( $p > 0.01$ ). A maintenance physical fitness program in Physical Education do not affect negatively to the simultaneous development of the conceptual learning of the body expression content.

**KEYWORDS:** body expression, physical education, health-related physical fitness, adolescents, educational intervention.

## 1. INTRODUCTION

The purpose of the study was to compare the effect of a body expression teaching unit with a teaching unit of body expression and maintenance of physical fitness on conceptual and procedural body expression learning in secondary education students in the Physical Education setting.

## 2. MATERIAL AND METHODS

A sample of 107 students (55 males and 53 females) of 1<sup>st</sup>-2<sup>nd</sup> grade of secondary education were randomly assigned (by natural classes) to control group (1 class), body expression group (2 classes) and body expression-physical fitness group (2 classes)<sup>1</sup>. During 3 weeks, 2 sessions/ week, the body expression-physical fitness group performed a maintenance physical fitness program through body expression. The body expression group performed a body expression teaching unit with the same duration and frequency, but without emphasizing the maintenance of physical fitness. Conceptual and procedural learning about the body expression content was assessed by a *ad hoc* multiple choice written test and a questionnaire with the coordination and sport competence dimensions of the Spanish version of *Physical Self-Description Questionnaire* (PSDQ)<sup>2</sup> adapted to body expression setting, respectively.

## 3. RESULTS

The body expression and body expression-physical fitness groups had a better conceptual learning than the control group ( $p < 0.01$ ). However, statistically significant differences between body expression and body expression-physical fitness groups were not found ( $p > 0.01$ ).

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<sup>1</sup> MAYORGA-VEGA, D., MONTORO-ESCAÑO, J., MERINO-MARBAN, R., & VICIANA, J. Effects of a physical education-based programme on health-related physical fitness and its maintenance in high school students: A cluster-randomized controlled trial. *European Physical Education Review*. 2016. Vol. 22, n° 2, pp. 243-259.

<sup>2</sup> MARSH, H. W., MARTIN, A. J., & JACKSON, S. Introducing a short version of the physical self description questionnaire: new strategies, short-form evaluative criteria, and applications of factor analyses. *Journal of Sport & Exercise Psychology*. 2010. Vol. 32, n° 4, pp. 438-482.

#### 4. DISCUSSION AND CONCLUSIONS

A maintenance physical fitness program in Physical Education do not affect negatively to the simultaneous development of the conceptual learning of the body expression content.

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