

The Impact of Using Modern Basketball Teaching Styles on the Achievement of Life Skills

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ABSTRACT

The purpose of the current study was to examine the impact of using two modern physical education teaching styles (reciprocal and guided discovery styles) on students' life skills achievement. The sample was consisted of (20) undergraduate physical education students from the Faculty of Physical Education at The University of Jordan. The participants enrolled in a required undergraduate course of basketball level (3) class during the second semester of 2006/2007 Academic year. The results of data analysis indicated that students improved their life skills in both styles; furthermore, the reciprocal style group scored significantly higher in the dimensions of communication and psychological skills; while, the guided discovery style group scored significantly higher in the dimension of physical skills.

Keywords: Modern Basketball Teaching Styles, Life Skills.

INTRODUCTION

Students today are taking more risks with their health, lives, challenge, and future than ever before, they are lacking of real new life skills that help them live safely and successfully. According to Danish and et al (2005) life skills are those skills that enable students to succeed in different environments in which they live (such as school, home, and in their neighborhoods). Life skills are likely to be different from one to another based on ages, ethnic, experiences, and economic status; this means, individuals in the same environment are likely to be dissimilar from each other as a result of the life skills they have already mastered.

The importance of life skills comes from the challenges of the new life. Teaching appropriate life skills becomes an extremely important elements of new curricula, it helps students grow beyond school and make appropriate life decision and have successful and happy life by reflecting positive morals, values, behavioral, cognitive/ mental, emotional and attitudes, on other words, being a skilled person means achieving what you want in your life. Therefore, physical educators have a tremendous duty toward building

students' life skills compare to other teachers subjects, because the field of physical education activities is one of the richest field of developing different students' real life skills. In this regard, several authors and educators agreed that participation in sports and physical activities have the potential to enhance different aspects of personal development (Goudas, Dermitzaki, and Leondari 2006; Danish, Petitpas, and Hale, 1992; Smoll and Smith, 2002.

Based on the importance of learning life skills, the ministry of Education in Jordan has developed the curricula of physical education to encounter the challenge of daily life that students face, and make curricula more benefits and attractive to them, the new physical education curricula help student learn both sport skills and life skills and transfer it to real life settings by integrating life skills and physical education activities. Goudas and et al (2006) stated that School physical education is a particularly suitable context for teaching life skills for several reasons: life skills and physical skills are learned in a similar way, through demonstration and practice; many of the skills learned in sport are transferable to other life domains. These skills include: the abilities to perform under pressure, to solve problems, to meet deadlines and/or challenges, to set goals, to communicate, to handle both success and failure, to work with a team and within a system, and to receive feedback and benefit from it; sport is a pervasive activity

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throughout our society and most students are acquainted with it.

In the class of physical education, teachers should use appropriate style and strategy that reach the life skills he/she wants to achieve as well as meet the needs of students' participation in physical activities such as: having fun, improving skills, seeking affiliation, demonstrating power, exhibiting aggression, fulfilling parental expectations, having something to do, pursuing excellence, experiencing thrills or excitement, being independent, receiving rewards, and winning. In this regard; Gass (1985) mentioned that there are a number of strategies involved in implementation that can enhance the students' skills and the transfer of skills. These include: designing conditions that enhance transfer of the skill at the beginning of the activity; creating similarities between the environment of the activity and the environment where the transfer is to occur; providing opportunities to practice transferring the skill during the activity; providing opportunities to reflect on the experiences; involving peers who have successfully completed the activity; and providing follow-up experiences to reinforce learning.

The researcher applied two Mosston and Ashworth styles (2002) of teaching physical education (guided discovery and reciprocal styles). Mosston introduced the Spectrum of Teaching Styles in his book *Teaching Physical Education*. The spectrum describes a number of alternative teaching styles, these styles range on a continuum from those designated as direct instruction (command, practice, reciprocal, self check, and inclusion styles) in which all of the decisions are made by the teacher, to the indirect instruction (guided discovery, divergent, individual designed program, learner initiated, and self-teaching styles) in which students are allowed degrees of freedom in the choice of an activity, and how it should be performed or practiced. These forms of teaching provide the physical educators with knowledge of the roles of teacher and learner and the educational objectives that can be achieved with each style. They provide them with dynamic opportunities to deliver teaching more effectively to meet the changing needs of students, environments, and subject matters (Harrison and Blackmore, 1992).

This study is going to define the impact of two teaching basketball styles on students' physical, communication, and psychological life skills achievement.

REVIEW OF RELATED LITERATURES

Weiss and Others (2007) conducted a study to evaluate the effectiveness of life skills program that included sport games compare with other sport activities. The sample was consisted of (405) students participate in the first program and (159) students participated in the sport activities from (10-17) years old. The results indicated that participants in the first program showed higher enhancement in the life skills of (team work, emotional control, problem solving, initiate, positive social behaviors).

Alhayek and Bataena (2007) conducted a study to identify life skills implementation in faculty of physical education curricula in The University of Jordan from students' perspective with respect to gender and academic year levels. The sample was consisted of (246) students from physical education faculty in the university of Jordan, The results of data analysis indicated that few life skills were implemented in physical education curricula by faculty members; also, there were no significant differences between male and female students' perspective. Furthermore, the results indicated that there were no significant differences among students perspective with respect to the academic year levels.

Goudas and others (2006) conducted a study to identify the effect of life skills program in physical education as a part of physical education lesson on students, the sample was consisted of (73) grade seven students. The results indicated that there is an enhancement of physical fitness and life skills students. Furthermore, it found that life skills can be implied in class of physical education effectively.

Alhayek and ALzgair (2006) conducted a study to examine the effects of using two teaching styles in teaching basketball curricula on students' performance, anxiety, and attitudes. The sample was consisted of two separate groups: the competitive group (28) students and the practice group (29) students. The results of data analysis indicated that the competitive group performed significantly higher than the practice group in skills tests. However, the competitive group scored significantly higher in four of ten items of anxiety test. Additionally, there were no significant differences between the two groups in attitudes test.

Alhayek (2004 a) conducted a study to examine the effects of using two Mosston's teaching styles on

basketball skills performance and attitudes of physical education students. The sample was consisted of two separate groups: the practice group (26) students and the reciprocal group (23) students. The results of data analysis indicated that the practice group performed significantly higher than the reciprocal group in the jump shot and dribbling tests. However, the reciprocal group scored significantly higher in the push passes for accuracy test. Additionally, the reciprocal group scored significantly higher level of attitude than the practice group in three of four attitude dimensions.

Alhayek (2004 b) conducted a study to examine the relationship between using two styles of teaching basketball skills and the improvement of students' creative thinking abilities and skills performance. The sample was consisted of two separate groups of undergraduate physical education students: the guided discovery group (24) and the practice group (26). The results of data analysis indicated that there was a positive relationship between using guided discovery style of teaching and the improvement of students' creative thinking abilities. However, no significant differences were found between the male and the female groups. The results also indicated that the practice group performed significantly higher than the guided discover group in the jump shot, dribbling, and passing skills.

Harrison, Fellingham, and Pellett (1995) examined the effects of practice and command styles on volleyball students' performance. The participants were 58 male and female university students enrolled in volleyball classes. The results revealed that the low-skilled students did better with command style on the set skill, and the practice style was best for the low-skilled students on the spike skill.

Dodeen (1994) compared the effects of three styles: practice, reciprocal and traditional styles on handball skills performance of eighth grade students. The results indicated that there were significant differences among the three groups of study in some skills tests.

Aldari (1987) examined the effects of practice and traditional styles in teaching basketball skills on students' performance. The researcher used two physical education students groups who enrolled in basketball classes, the experimental group was taught by practice style (25 students) while the control group was taught by traditional style (25 students). The results showed that practice style of teaching is more effective than traditional style on students' performance.

It is clear from the previous studies that none of them study the effect of Mosston and Ashworth teaching physical education styles on the achievement of students' life skills. This means that this study is going to be the first study examines this topic.

The Purpose of the Study

The purpose of the current study was to define the impact of teaching basketball styles (reciprocal, and guided discovery styles) on the students' physical, communication, and psychological life skills achievement.

Statement of the Problem

As a result of the related reviewed literature, this study is going to examine the following hypotheses regarding the main purpose of this study:

H₀: There were no significant differences on students' physical, communication, and psychological life skills achievement between the pre and the post-tests.

H₁: There were no significant differences in students' physical, communication, and psychological life skills achievement between the reciprocal style group and the guided discovery style group.

The Subjects

The participants in this study were selected purposely, there were (20) students from the Faculty of Physical Education at The University of Jordan who enrolled in a required undergraduate course of basketball level (3) class during the second semester of 2006/2007. The design of single-subject group were used in this study to examine the impact of two teaching basketball styles on the achievement of students' life skills.

Procedures

In the present study, two different Mosston and Ashworth's (2002) styles of teaching were used: the reciprocal style as a direct style of teaching basketball skills, and the guided discovery style as an indirect style of teaching basketball skills. When researcher taught these styles, he used the following Mosston and Ashworth (2002) steps:

- Before starting teaching these styles, the researcher introduced the purposes of each style to the students.
- He described the responsibilities of the teacher and the students in each style.
- He provided and explained the task sheet (criteria)

that included a description of the task (the guideline for students) to ensure that the reciprocal style students understand how to apply it.

- In reciprocal style learner work with a partner and offer feedback to the partner, based on the task sheet that prepared by the instructor. In this style, one student performs the task and the other partner observes the performance and proved immediate feedback to the performer to help him improve his performance; then partners switch roles. The duty of the instructor is to walk around observing the students and clarifying the tasks for both the performer and observer. Students had opportunities to ask questions.
- In the guided discovery style, which is the first Mosston and Ashworth's style that engages the learners in a discovery process. It defines the teacher - learner interaction as an on-going process of questioning and answering that leads the learner who uses high level of thinking skills to the object. In this style of teaching the researcher determines the task and then arranges sequential series of questions or problems building on each other to guide students who use thinking skills to discover the correct answer. Students respond cognitively to the questions, they improve their knowledge through discovering the correct answer by using higher level of thinking skills.
- All subjects had been never taught by any of these two styles of teaching, they used to learn by traditional method in most of other physical education courses, as they mentioned before the researcher conducted this study.
- The teacher distributed the students into groups of peers in the reciprocal style of teaching.
- The pre- physical, communication, and psychological life skills measure was given to the participants before and after conducting this study.

The Instrument of Life Skills

The Instrument of life skills was created by ALhayek and Bataena (2007) who developed the measure based on multiple life skills researches and studies. The final version of the measure consists of 75 items, using a 5-point Likert-type scale, items ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). These items are distributed into the following five dimensions, physical skills; communication skills; social skills; psychological

skills; and thinking skills. For the purpose of this study, the researcher applied the following three dimensions: physical skills; communication skills; and psychological skills.

Content validity was established before conducting this study by distributing the instrument to some experts from the faculty of physical education and faculty of Educational Sciences at the University of Jordan. The instrument judges examined the measure and agreed that it did assess what it was supposed to assess, they modified and deleted some of them. Additionally, the researcher assessed the reliability of the instrument by using Cronbach's Alpha, as a measure of consistency coefficient. It was calculated to find the internal-consistency of reliability for the instrument. The result showed that the reliability coefficient was (0.83) over all the measure, which means that the instrument was reliable.

Experimental Design

This study was designed to provide possible evidence of the effectiveness of using two modern physical education teaching styles (reciprocal and guided discovery styles) on students' life skills achievement, the two styles were implemented over a two months period (participants met two times a week for two hours in each time.), starting from the beginning of the second semester of 2006/2007 academic year. Physical, communication, and psychological life skills measure was given to the participants before and after conducting this study.

Variables of the Study

The independent variables were the two teaching styles, while the dependent variable was the students' physical, communication, and psychological life skills achievement.

Data Analysis

Means, standard deviation, and t-test were used as the appropriate statistical tools to test the research hypotheses. Based on the research hypotheses, data was analyzed using the Statistical Packages for Social Sciences (SPSS) version 11.0. The (0.05) level of significance was selected to determine if any differences between the groups were statistically significant.

Results Description

The purpose of the current study was to define the

effects of two modern teaching basketball styles (reciprocal, and guided discovery styles) on the achievement of students' physical, communication, and psychological life skills. The results of data analysis for

life skills measure indicated that students improved their life skills from pre-test to post-test. As can be seen in Tables 1, the results indicated that:

Table (1)
Pre and Post Tests Scores Analysis of the Three Life Skills Dimensions for the participants

Skills Dimensions	Pre - test			Post -test			T Value	Sig
	M	SD	Skwns	M	SD	Skwns		
Physical	34.15	1.84	.971	47.25	2.69	.485	17.95	Sig
communication	36.20	2.44	.911	50.41	2.54	1.01	18.01	Sig
Psychological	35.01	2.36	1.12	46.71	2.34	.111	15.73	Sig
Overall	105.35	4.41	1.06	144.36	4.43	.369	27.85	Sig

(0.05 ≥ α) was the level of significance.

As can be seen in Table (1), there were significant differences between the pre and post tests in students' life skills achievement according to the physical skills, communication skills, and psychological skills dimensions and the overall of the life skills measure. Students in the post-test scored significantly higher than

in the pre-test. Furthermore, for the homogeneity of the participants, skewness test was done (table 1) and revealed that the skewness values were ranged from (3+ to 3-), where the lowest score was (.111) and the highest one was (1.12), which means that data were normal.

Table (2)
The Improvement of Percentage of Students Life Skills Achievement on the Reciprocal and the Guided Discovery Styles Groups

Skills Dimensions	Reciprocal Group			Guided Dis. Group		
	Pre	Post	%	Pre	Post	%
Physical	34.95	45.75	23.60	36.01	49.05	26.58
communication	37.11	53.65	46.39	35.98	46.81	23.13
Psychological	36.15	48.70	25.77	34.42	45.35	24.10
Overall	108.21	148.10	26.93	106.41	141.20	24.63

Table (2) showed the percentage improvement of students' life skills achievement, students achieved more life skills when they learned by the reciprocal style than

when they learned by the guided discovery style of teaching basketball.

Table (3)
Post-test Scores Analysis of the Three life skills Dimensions for the Reciprocal and the Guided Discovery Styles Groups

Skills Dimensions	Reciprocal Group		Guided Dis. Group		T Value	Sig
	M	SD	M	SD		
Physical	45.75	3.52	49.05	2.81	3.27	Sig
Communication	53.65	4.62	46.81	2.54	5.80	Sig
Psychological	48.70	3.38	45.35	2.36	3.62	Sig
Overall	148.10	5.34	141.20	4.29	3.28	Sig

(0.05 ≥ α) was the level of significance.

As seen in Table (3), there were significant differences between the reciprocal style group and the guided discovery style group in students' life skills achievement according to the physical, communication, and psychological skills dimensions. The reciprocal style

group scored significantly higher than the guided discovery style group in the life skills dimensions of communication skills (53.65), and psychological skills (48.70). While the guided discovery style group scored significantly higher than the reciprocal style group in the

life skills dimension of physical skills (45.75). However, there was significant difference between the two groups in the overall skills dimensions, the reciprocal style group scored significantly higher.

DISCUSSION

The results of the pre and post tests showed that both styles of teaching improved students' life skills achievement. From the researcher's experiences, the explanation for this result is that the physical education styles of teaching help students gaining many life skills in the field, because they play, compete, communicate, and learn with and from each other, which give them more opportunities to improve their abilities and characteristics (learning by doing); moreover, using appropriate style of teaching helps students understand that they are transferable and knows how to transfer life skills from one domain to another, then the effect of teaching can be very powerful. According to Denish and et al (2004) without movement and opportunities to play and explore the environment, the learner will not thrive. These results were consisted with the study of Goudas and et al. (2006) who found out that life skills program help students gaining knowledge and skills that are necessary for successful cope with a complex reality of life, and becoming better students and concerned and productive community members. In this regard, Al-lawi (1998) mentioned that sports activities help to improve different skills abilities.

The results; also, showed that students in the guided discovery style scored significantly higher in the dimensions of physical skills dimension, the explanation for this result is that students in this style scored higher in the physical skills dimension, because each student spent more time in performing skills than student in the reciprocal style, student in the reciprocal style shared class time period with his/here peer, while in the guided discovery style each student had all class time period (Mosston and Ashworth, 2002). These results were consisted with the results of the study of Alhayek, Khasawna, and Mosuad (2008) who found that curriculum of Gymnastic help students gain more life skills in the dimension of physical and movement than any other life skills dimensions; also, Goudas and et al. (2006) who found out that a life skills program help the experimental group participants to have greater improvement regarding physical fitness tests compared

to control group participants. Furthermore, the results showed that students in the reciprocal style scored significantly higher in the dimensions of communication, and psychological skills, the explanation for these results is that student in this style worked with a partner and talked with each other; therefore, they developed levels of communication and psychological, skills, while students in the guided discovery style worked individually.

In conclusions, the present study supports the effectiveness of teaching styles that integrate physical activities and life skills training. it is clear from the results of this study that using more than one style of teaching help students achieved different kind of life skills; therefore, the researcher agrees that it is quite important that physical education teachers should consider teaching styles that attract students, enhance their learning sport skills, and meet their needs of life skills.

In this regards, Alhayek (2003) stated that to achieve the effective teaching and learning physical education, teachers should use more than one style of teaching to make the learning environment more enjoyable and more productive for students.

Finally, the future of our students is much more dependent on helping them reach their personal needs of new life skills. We believe that teaching styles without life skills will send the wrong message to our students future life.

RECOMMENDATIONS

- The findings suggest that guided discovery and reciprocal styles can be used as an effective style of teaching.
- The findings suggest that these styles can be used as an effective alternative to the traditional method of teaching.
- Students' life skills should be considered when teachers selecting teaching style.
- Teachers should use vary of teaching style to meet students' life skills and needs.
- Further researches are needed to investigate the relationship between Mosston's styles of teaching and other students' age levels on life skills.
- Additional research is needed to compare students' life skills and other styles of teaching in learning different disciplines.

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أثر استخدام أسلوبين في تدريس كرة السلة في اكتساب الطلبة للمهارات الحياتية

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ملخص

تهدف هذه الدراسة إلى تعرّف أثر استخدام أسلوبين في تدريس مهارات كرة السلة، من أساليب موسّنين (الأسلوب التبادلي وأسلوب الاكتشاف الموجه)، في مدى اكتساب الطلبة للمهارات الحياتية (الجسمية والنفسية والاتصال). تم اختيار عينة الدراسة من طلبة كلية التربية الرياضية في الجامعة الأردنية المسجلين في مادة كرة سلة (3) وعددهم (20) طالبا وطالبة في الفصل الدراسي الثاني 2007/2006م. تم استخدام المتوسطات الحسابية والانحرافات المعيارية واختبار ت. أظهرت النتائج أن الطلبة قد تطورت لديهم المهارات الحياتية في الأسلوبين المستخدمين. وأشارت النتائج أيضا إلى أن طلبة الأسلوب التبادلي قد سجلوا متوسطات أعلى وذات فروق إحصائية عن طلبة أسلوب الاكتشاف الموجه على المهارات النفسية ومهارات الاتصال، فيما سجل طلبة أسلوب الاكتشاف الموجه متوسطات أعلى وذات فروق إحصائية عن طلبة الأسلوب التبادلي على المهارات الجسمية. وتوصي الدراسة بضرورة التنوع باستخدام أساليب التدريس لاكتساب أكبر قدر من المهارات الحياتية.

الكلمات الدالة: كرة السلة، المهارات الحياتية، الأسلوب التبادلي، أسلوب الاكتشاف الموجه.

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