

Effects of Students' Attitude on Their Acceptability of Task Types

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Abstract

The relation between the attitude toward English learning and the acceptability of the teaching styles taken in a classroom were examined. According to the hypothesis that the motivational change in the students' mind might allow the wider range of teaching styles, questionnaires were given to university students. The results supported the hypothesis.

Purpose

The purpose of this research is to investigate the relation between students' motivation and the attitudinal changes toward the task types presented in English teaching classrooms and to identify motivational factors working under the attitude of students toward the types of tasks presented in classrooms. If the hypothesis is confirmed, it could be induced that motivating students will allow wider range of tasks and activities their teachers present.

Hypothesis

The relation between the attitude toward English learning and the acceptability of the teaching styles taken in a classroom will be confirmed. The motivational change in the students' mind will allow the wider range of the teaching styles. Traditional teaching styles of English classes in Japan owe a lot to grammar-translation and audio-lingualism, where students' tolerance of the burden of learning has been expected. A certain percentage of students coming to the first class of universities reports that they did not have a good learning experience of English and as a result, they have not had a good image of learning English. What the traditional teaching methods lack are the mechanisms that motivate our learners to have more opportunities to contact English resources such as books, TV programs, movies, native speakers of English, etc. Raffini, 1996, insisted on the importance of raising intrinsic motivation in a classroom to make autonomy by our students, which will move them to increase their opportunity to contact the English resources. He said that "intrinsic motivation is choosing to do an activity for no compelling reason, beyond the satisfaction derived from the activity itself—it's what motivates us to do something when we don't have to do anything." He also suggested the factors to raise intrinsic motivation in learners:

- a) The need for autonomy
- b) The need for competence
- c) The need for belonging and relatedness
- d) The need for self-esteem
- e) The need for involvement and enjoyment

These factors might seem odd to the teachers depending on the traditional types of method, but the traditional types of teaching seem to have been too simple for the "complexity" (Ellis, 1985) of language acquisition. The grammar-translation did not have any theory to explain the difficult task of language acquisition, and the audio-lingual method had just a stimulus-response model to explain the complexity of

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L2 acquisition. As Krashen, 1982 suggested, extroverted learners had more opportunity to negotiate with L2 speakers or to read more in L2. The increase in the opportunity to contact English would supply more “comprehensible input” to the learners. Raffini’s suggestion of the five factors for the intrinsic motivation provides English teaching the perspective of how we could raise independent students who are well motivated to solve their own problem of acquiring the second language.

Method

Two questionnaires were given to the subjects. The first one was given to them in the first meeting of the English courses and the other one was given at the final session of the semester.

In the first questionnaire the subjects were asked about likes and dislikes in English and the task types of English learning. In the final questionnaire, their attitudinal change was examined toward every task type examined in the questionnaire 1 and some new items were added.

Strategies introduced in the classes

The syllabus was made according to the contents from a textbook *A Humanistic Approach to English Teaching and Learning* (Tanabe, 1998). The contents include enlightening stories for the students’ reading, general language learning strategies, discourse knowledge about English writing, process writing activities and the final creative writing.

Subjects

The subjects of the study were the students of Tokyo Polytechnic University who took required English courses. They were from the department of photo-optical information and media engineering (abbreviated as “P1” and “P2”), the department of image engineering as “I”, the department of architecture as “A” and the department of electronics and computer engineering as “E”.

Following are the questionnaire items in the questionnaire 1 given to the students.

In addition to the basic information about the subject such as class date, the department the student belong to, ID, and name, the following questions were asked:

- 1) What is it that you are most interested in at present?
- 2) Do you like English?
- 3) Write down your reason for the answer.
- 4) What do you expect the class?
- 5) Evaluate your preference for the following activities by putting meaning you like the activity, either you like or you do not like the one, and you hate the one.
 - Q. 1 Memorizing words
 - Q. 2 Memorizing phrases
 - Q. 3 Creative writing
 - Q. 4 Translating
 - Q. 5 Reading long texts
- 6) Evaluate your preference for the following styles of learning by putting meaning you like the style, either you like or you do not like the one, and you hate the one.
 - Q. 1 Working in groups

- Q. 2 Translating in presence of other students
- Q. 3 Teacher' s translation for the class
- Q. 4 Answering grammar questions
- Q. 5 Reading critically
- Q. 6 Reading and discussion
- Q. 7 Learning English learning strategies
- Q. 8 Learning English reading strategies
- Q. 9 Learning English writing strategies
- Q.10 Reading English aloud
- Q.11 Learning presentation techniques
- Q.12 Challenging listening questions
- Q.13 Answering questions about long texts
- Q.14 Listening to popular music and examining the meaning
- 7) If you have any suggestion for the class, please write it down.
- 8) If you have anything to let your teacher know, please write it down.

Following are the questionnaire items in the questionnaire 2 given after the semester ended.

Class date, department, ID and, name

1) Have you had any change in your interest in English after you learned in the course?

I have had a positive attitude for English since I started learning in the class. (), I began to have a positive attitude toward English. (), I began to have a positive attitude toward English a little. (), I had no change about my attitude. (), I began to hate English a little.(), I began to hate English. ().

2) Give your reason for the answer to the question 1 .

3) Evaluate your preference for the following the styles of learning by putting meaning you like the style, either you like or you do not like the one, and × you hate the one.

- Q. 1 Working in groups
- Q. 2 Translating in presence of other students
- Q. 3 Teacher' s translation for the class
- Q. 4 Answering grammar questions
- Q. 5 Reading critically
- Q. 6 Reading and discussion
- Q. 7 Learning English learning strategies
- Q. 8 Learning English reading strategies
- Q. 9 Learning English writing strategies
- Q.10 Reading English aloud
- Q.11 Learning presentation techniques
- Q.12 Challenging listening questions
- Q.13 Answering questions about long texts
- Q.14 Listening to popular music and examining the meaning

4) Evaluate your preference for the following activities by putting meaning you like the activity, either you like or you do not like the one, and you hate the one.

Q. 1 Memorizing phrases

Q. 2 Creative writing

Q. 3 Translating

Q. 4 Reading long texts

Q. 5 Writing about your opinion about something in English

Q. 6 Presenting your opinion about something in English

Q. 7 Explaining about something in English

Q. 8 Memorizing words

5) Put if you agree to the comments, put if you do not agree to the ones, and for either of these.

About the writing activity where you are asked to present your own opinion about your topic in a logical way, what do you think about the following items.

a. I could manage the writing activity within my vocabulary and my knowledge of English grammar.

b. It took me hours for examining words and phrases.

c. I could not write well because of my lack of vocabulary.

d. I had a satisfaction in the creativity of the writing task.

e. It was not effective enough for the effort I made for the task.

f. Comments if any:

Results and Discussion

The results of Research 1(R1) and Research 2 (R2) were in Appendix.

In Research 1, as are some differences in the number of variable answers in each question, 191 in average total answered to Research 1 and 182 in Research 2.

In the Research 1 and 2, the subjects were categorized into two groups. The first group was of the students who answered they liked English and the other was of those who answered they did not like English. The answers were compared between the two groups. Some of the questionnaire items were not used for the discussion in this paper for the limitation of its length.

In R1, 61 (31.9%) answered they liked English, and 130 (68.1%) answered they did not. After the first semester in R2, 19 (10.4%) answered they liked English and still liked English, 124 (68.1%) answered they began to like English, and 39 (21.4%) answered there was no positive change in their preference. The further analysis was made on the R2 about the change in the preference of the strategies introduced in the classroom. In R2, the attitudinal change in their preference of English was categorized into three groups such as Positive from the beginning of the class (P), Positively changed (P.C) and No positive change (N.C). The number of the answer would be small if the answers were discussed in each major of the students, for example, P1, P2, I, A, and E. As few visible differences in the answers among these group were found, the total of the five departments was made for the discussion, and if any, they would be discussed individually. The last digit was rounded for the simplification of the discussion.

See R1-5 and R2-3 in Appendix for the following discussion.

1) Group work

In Research 1, 59% of the subjects who answered they liked English (Y) liked group works. 48% of the subjects who answered they did not like English (N) did not like them.

There were not significant differences among the groups. About 50% of the students liked working in groups, 40% did not care, and 10% liked it in Research 2.

2) Translation in front of other students

In R1, 5% of Y and 6% of N answered they liked translating in front of other students.

About 50% to 70% of the students did not like translating before their classmates. Only 7% to 9% liked it in R2.

3) Reading translation of L2 text for the students by a teacher

In R1, 42% of Y and 51% of N answered they liked to be translated L2 text by their teachers.

In R2, about 60% of N.C group liked listening to the translation by their teachers while about 46% of P and P.C groups liked it.

4) Solving grammar questions

In R1, 16% of Y and 8% of N answered they liked solving grammar quizzes.

In R2, there were differences. 49% of P group members, 22% of P.C. and 16% of N.C. liked solving grammar problems.

5) Reading and criticizing

36% of Y and 28% of N answered they liked reading and criticizing in R1.

44% of P, 36% of P.C and 17% of N.C liked reading articles and criticizing them in R2.

6) Reading and discussing

38% of Y and 24% of N answered they liked reading and discussing in R1.

There were differences in this item between positive groups and N.C. More than 40% of the groups possessing positive attitude toward English (learning) liked reading articles and discussing about them, while only about 20% of N.C liked it in R2.

7) Learning language learning strategies

79% of Y and 59% of N answered they liked learning language learning strategies in R1.

More than 80% of P.C group members liked it, followed by about 70% of P, and about 60% of N.C in R2. Taking a different teaching style or contents seem to be effective for an attitudinal change by the students. For the already motivated students, however, accepting a new style seemed to raise another problem.

8) Learning reading techniques

87% of Y and 66% of N answered they liked learning reading techniques in R1.

About 90% of P.C and more than 80% of P and N.C. liked learning reading techniques. Learning reading techniques were liked by many students in R2.

9) Learning writing techniques

78% of Y and 57% of N answered they liked learning writing techniques in R1.

The same tendency with item 7 was found in this item. More than 85% of P.C. and 80% of P, and 74% of N.C. liked learning writing techniques R2.

10) Reading aloud

14% of Y and 15% of N answered they liked reading aloud in R1.

This is one of the fewest items lowly evaluated by every group in R2. Comparatively higher percentage of the positive answer was found in P (38%), lower in N.C. (27%) and the lowest in P.C. (22%). In P, however, more than 28% of the students answered they did not like reading aloud. This is one of the traditional ways of teaching English, and P group members preferred the accustomed way of learning English while about 30% of the students still did not like it.

11) Learning presentation techniques

38% of Y and 32% of N answered they liked learning presentation techniques.

67% of P., 57% of P.C. and 33% of N.C. liked learning presentation techniques. Learning presentation techniques prerequisites basic skills of speaking and those who did not like English previously and did not change their attitude positively hesitated to accept the skills that highly required their basic knowledge of English. This might suggest that introducing skills to the students requires the consideration about the level and the learning experiences of the students. By comparing R1 and R2, it might be concluded that to those who are ready to do these types of task in their levels, learning of presentation in L2 seemed to be an innovative experience.

12) Challenging listening problems

41% of Y and 31% of N answered they liked challenging listening problems in R1.

66% of P. preferred this item, followed by 38% of P.C. and 25% of N.C. in R2.

13) Solving reading comprehension problems

11% of Y and 5% of N answered they liked solving reading comprehension problems.

This is one of the items earned the lowest preference by each group in R2. 55% of N.C., 42% of P.C. and 37% of P. disliked the tasks of this type. From the positive perspective, 42% of P., 18% of P.C. and 10% of N.P. liked reading comprehension practices. Reading comprehension practices are taught in many university classes but have little supporters. After learning the reading strategies in the classes subjects changed their attitude toward reading comprehension. This might suggest teaching learning strategies sometimes has a large effect.

14) Listening to American or English songs and interpreting the words of the songs

70% of Y and 49% of N answered they liked listening to American or English songs and interpreting the words of the songs in R1.

60% of P., 59% of P.C. and 56% of N.C. answered they liked listening to and interpreting the words of songs in R2.

See R1-5, R2-4, and R2-5 for the rest of the discussion.

15) Memorizing English phrases

10% of Y and 3% of N answered they liked memorizing English phrases in R1.

25% of P., 23% of P.C. and 27% of N.C. answered they liked memorizing English phrases in R2.

16) Writing creatively

19% of Y and 7% of N answered they liked writing creatively in R1.

56% of P., 32.9% of P.C. and 8.3% of N.C. answered they liked creative writing. 45% of P.C. and 52% of N.C. answered they did not have special attitude about it in R2. Many students changed their attitude toward creative writing. As the number of the students who enjoyed English learning increased, the number of the students who liked creative writing increased. The provision of the opportunity of creative writing might have changed their attitude.

17) Translating English into Japanese

27% of Y and 14% of N answered they liked translating English into Japanese in R1.

68% of P., 32.2% of P.C. and 17% of N.C. answered they liked translation tasks in R2. In this item, some strange fact was found. There was no time shared for the translation tasks in the classrooms but the result was the change in the large percentage of the preference. Over all change in the students' motivation might have affected the preference for language learning tasks.

18) Reading long articles

19% of Y and 7% of N answered they liked reading long articles in R1.

59% of P., 29% of P.C. and 16% of N.C. answered they liked reading long articles. After the learning experience of structured writing tasks in the classes a large improvement in the percentage of the preference was made.

Compared with the item 13 of solving reading comprehension problems, reading long articles were liked by more number of the students. This tendency was improved as compared with R1.

19) Expressing idea in writing

48% of P., 33% of P.C. and 14% of N.C. answered they liked expressing their own idea in writing tasks.

20) Presenting idea in English

13% of P., 15% of P.C. and 10% of N.C. liked presenting their idea in English.

21) Explain about something in English

24% of P., 23% of P.C. and 10% of N.C. liked explaining about something in English.

22) Memorizing English words

37% of P., 21% of P.C. and 17% of N.C. liked memorizing words. — This traditional way of task was most liked by the lovers of English from the beginning.

The effects of teaching over the attitudinal changes by the students

After a semester, as compared in R1 and R2, there seemed little difference in the attitude of the students toward learning tasks.

The factors for the preference

The preference for the teaching styles by the students depends on the following factors:

1) Aptitude of students

The preference for the teaching styles is influenced by the aptitude of students. In the items solving grammar questions and solving reading comprehension problems, the students from P answered they liked these activities. In the case of P.C., compared with other items the difference of the percentage is larger, which might be attributable to their basic skills of English.

2) Presentation of innovative learning strategies

The introduction of new strategies seems to affect the attitudinal changes for the students. Introducing reading skills seemed to help a lot about the attitudinal change.

3) Overall changes of attitude

Overall changes in the students' motivation might have affected the preference for language learning tasks. This is found in the analysis of item 17 which dealt with translation.

References

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Appendix

R1-5)

	Class	Yes					No						
						x					x		
Q 1	P 1	4	30.8%	6	46.2%	3	23.1%	7	25.0%	14	50.0%	7	25.0%
	P 2	2	12.5%	7	43.8%	7	43.8%	2	9.1%	9	40.9%	11	50.0%
	I	4	23.5%	7	41.2%	6	35.3%	1	4.5%	11	50.0%	10	45.5%
	A	3	30.0%	5	50.0%	2	20.0%	5	17.9%	9	32.1%	14	50.0%
	E	0	0.0%	2	40.0%	3	60.0%	4	13.3%	9	30.0%	17	56.7%
		13	19.4%	27	44.2%	21	36.4%	19	14.0%	52	40.6%	59	45.4%
Q 2	P 1	0	0.0%	7	53.8%	6	46.2%	3	10.7%	12	42.9%	13	46.4%
	P 2	2	12.5%	5	31.3%	9	56.3%	1	4.5%	9	40.9%	12	54.5%
	I	3	17.6%	7	41.2%	7	41.2%	0	0.0%	12	54.5%	10	45.5%
	A	2	18.2%	4	36.4%	5	45.5%	2	7.1%	10	35.7%	16	57.1%
	E	0	0.0%	2	40.0%	3	60.0%	1	3.4%	7	24.1%	21	72.4%
		7	9.7%	25	40.5%	30	49.8%	7	5.2%	50	39.6%	72	55.2%
Q 3	P 1	2	15.4%	4	30.8%	7	53.8%	4	14.8%	4	14.8%	19	70.4%
	P 2	5	31.3%	6	37.5%	5	31.3%	1	4.5%	2	9.1%	19	86.4%
	I	5	29.4%	7	41.2%	5	29.4%	2	9.1%	1	4.5%	19	86.4%
	A	0	0.0%	3	27.3%	8	72.7%	0	0.0%	6	21.4%	22	78.6%
	E	1	20.0%	1	20.0%	3	60.0%	2	7.1%	5	17.9%	21	75.0%
		13	19.2%	21	31.3%	28	49.4%	9	7.1%	18	13.5%	100	79.3%
Q 4	P 1	1	7.7%	10	76.9%	2	15.4%	5	18.5%	14	51.9%	8	29.6%
	P 2	8	50.0%	4	25.0%	4	25.0%	1	4.5%	14	63.6%	7	31.8%
	I	6	35.3%	9	52.9%	2	11.8%	3	13.6%	8	36.4%	11	50.0%
	A	1	9.1%	8	72.7%	2	18.2%	5	17.9%	12	42.9%	11	39.3%
	E	2	33.3%	2	33.3%	2	33.3%	5	16.1%	9	29.0%	17	54.8%
		18	27.1%	33	52.2%	12	20.7%	19	14.1%	57	44.7%	54	41.1%
Q 5	P 1	1	7.7%	9	69.2%	3	23.1%	2	7.4%	8	29.6%	17	63.0%
	P 2	3	18.8%	6	37.5%	7	43.8%	2	9.1%	6	27.3%	14	63.6%
	I	6	35.3%	6	35.3%	5	29.4%	1	4.5%	6	27.3%	15	68.2%
	A	2	18.2%	7	63.6%	2	18.2%	2	7.1%	11	39.3%	15	53.6%
	E	1	16.7%	2	33.3%	3	50.0%	2	6.9%	6	20.7%	21	72.4%
		13	19.3%	30	47.8%	20	32.9%	9	7.0%	37	28.8%	82	64.2%

R1-6)

	Class	Yes					No						
					x				x				
Q 1	P 1	6	46.2%	4	30.8%	3	23.1%	8	30.8%	14	53.8%	4	15.4%
	P 2	9	56.3%	2	12.5%	5	31.3%	13	59.1%	8	36.4%	1	4.5%
	I	9	52.9%	7	41.2%	1	5.9%	9	40.9%	10	45.5%	3	13.6%
	A	8	72.7%	2	18.2%	1	9.1%	14	50.0%	12	42.9%	2	7.1%
	E	4	66.7%	2	33.3%	0	0.0%	17	58.6%	10	34.5%	2	6.9%
		36	58.9%	17	27.2%	10	13.9%	61	47.9%	54	42.6%	12	9.5%
Q 2	P 1	1	7.7%	5	38.5%	7	53.8%	2	7.1%	9	32.1%	17	60.7%
	P 2	2	12.5%	6	37.5%	8	50.0%	3	13.6%	6	27.3%	13	59.1%
	I	1	5.9%	4	23.5%	12	70.6%	1	4.5%	3	13.6%	18	81.8%
	A	0	0.0%	3	27.3%	8	72.7%	0	0.0%	4	14.3%	24	85.7%
	E	0	0.0%	3	50.0%	3	50.0%	2	6.9%	7	24.1%	20	69.0%
		4	5.2%	21	35.4%	38	59.4%	8	6.4%	29	22.3%	92	71.3%
Q 3	P 1	7	58.3%	4	33.3%	1	8.3%	17	65.4%	6	23.1%	3	11.5%
	P 2	6	37.5%	8	50.0%	2	12.5%	12	54.5%	8	36.4%	2	9.1%
	I	5	29.4%	10	58.8%	2	11.8%	11	50.0%	11	50.0%	0	0.0%
	A	4	36.4%	6	54.5%	1	9.1%	8	28.6%	15	53.6%	5	17.9%
	E	3	50.0%	3	50.0%	0	0.0%	17	58.6%	11	37.9%	1	3.4%
		25	42.3%	31	49.3%	6	8.3%	65	51.4%	51	40.2%	11	8.4%
Q 4	P 1	1	7.7%	5	38.5%	7	53.8%	0	0.0%	11	42.3%	15	57.7%
	P 2	5	31.3%	7	43.8%	4	25.0%	2	9.1%	10	45.5%	10	45.5%
	I	2	11.8%	8	47.1%	7	41.2%	2	9.1%	10	45.5%	10	45.5%
	A	3	27.3%	4	36.4%	4	36.4%	6	21.4%	13	46.4%	9	32.1%
	E	0	0.0%	4	66.7%	2	33.3%	0	0.0%	16	55.2%	13	44.8%
		11	15.6%	28	46.5%	24	37.9%	10	7.9%	60	47.0%	57	45.1%
Q 5	P 1	3	23.1%	10	76.9%	0	0.0%	3	10.7%	14	50.0%	11	39.3%
	P 2	4	25.0%	5	31.3%	7	43.8%	4	19.0%	9	42.9%	8	38.1%
	I	8	47.1%	8	47.1%	1	5.9%	4	18.2%	10	45.5%	8	36.4%
	A	4	36.4%	4	36.4%	3	27.3%	5	17.9%	12	42.9%	11	39.3%
	E	3	50.0%	2	33.3%	1	16.7%	8	27.6%	14	48.3%	7	24.1%
		22	36.3%	29	45.0%	12	18.7%	24	18.7%	59	45.9%	45	35.4%
Q 6	P 1	1	7.7%	10	76.9%	2	15.4%	4	15.4%	13	50.0%	9	34.6%
	P 2	5	31.3%	4	25.0%	7	43.8%	6	28.6%	6	28.6%	9	42.9%
	I	10	58.8%	5	29.4%	2	11.8%	6	28.6%	9	42.9%	6	28.6%
	A	5	41.7%	3	25.0%	4	33.3%	7	25.0%	10	35.7%	11	39.3%
	E	3	50.0%	2	33.3%	1	16.7%	7	24.1%	14	48.3%	8	27.6%
		24	37.9%	24	37.9%	16	24.2%	30	24.3%	52	41.1%	43	34.6%
Q 7	P 1	10	76.9%	3	23.1%	0	0.0%	10	40.0%	14	56.0%	1	4.0%
	P 2	11	68.8%	4	25.0%	1	6.3%	11	50.0%	9	40.9%	2	9.1%
	I	11	68.8%	5	31.3%	0	0.0%	16	72.7%	6	27.3%	0	0.0%
	A	9	81.8%	2	18.2%	0	0.0%	20	71.4%	8	28.6%	0	0.0%
	E	6	100.0%	0	0.0%	0	0.0%	17	58.6%	11	37.9%	1	3.4%
		47	79.2%	14	19.5%	1	1.3%	74	58.6%	48	38.1%	4	3.3%

Q 8	P 1	11	84.6%	2	15.4%	0	0.0%	14	53.8%	11	42.3%	1	3.8%
	P 2	10	62.5%	6	37.5%	0	0.0%	12	54.5%	7	31.8%	3	13.6%
	I	15	88.2%	2	11.8%	0	0.0%	17	77.3%	5	22.7%	0	0.0%
	A	11	100.0%	0	0.0%	0	0.0%	21	75.0%	7	25.0%	0	0.0%
	E	6	100.0%	0	0.0%	0	0.0%	20	69.0%	9	31.0%	0	0.0%
		53	87.1%	10	12.9%	0	0.0%	84	65.9%	39	30.6%	4	3.5%
Q 9	P 1	7	63.6%	3	27.3%	1	9.1%	14	53.8%	11	42.3%	1	3.8%
	P 2	9	56.3%	5	31.3%	2	12.5%	11	50.0%	7	31.8%	4	18.2%
	I	12	70.6%	5	29.4%	0	0.0%	13	59.1%	8	36.4%	1	4.5%
	A	11	100.0%	0	0.0%	0	0.0%	18	64.3%	9	32.1%	1	3.6%
	E	6	100.0%	0	0.0%	0	0.0%	16	55.2%	13	44.8%	0	0.0%
		45	78.1%	13	17.6%	3	4.3%	72	56.5%	48	37.5%	7	6.0%
Q 10	P 1	2	15.4%	8	61.5%	3	23.1%	3	11.1%	12	44.4%	12	44.4%
	P 2	2	12.5%	7	43.8%	7	43.8%	2	9.1%	11	50.0%	9	40.9%
	I	4	23.5%	12	70.6%	1	5.9%	3	13.6%	15	68.2%	4	18.2%
	A	0	0.0%	8	72.7%	3	27.3%	6	21.4%	8	28.6%	14	50.0%
	E	1	16.7%	3	50.0%	2	33.3%	5	18.5%	16	59.3%	6	22.2%
		9	13.6%	38	59.7%	16	26.7%	19	14.8%	62	50.1%	45	35.2%
Q 11	P 1	2	16.7%	9	75.0%	1	8.3%	6	23.1%	16	61.5%	4	15.4%
	P 2	8	50.0%	7	43.8%	1	6.3%	7	31.8%	7	31.8%	8	36.4%
	I	4	23.5%	11	64.7%	2	11.8%	7	31.8%	15	68.2%	0	0.0%
	A	5	50.0%	4	40.0%	1	10.0%	14	50.0%	12	42.9%	2	7.1%
	E	3	50.0%	2	33.3%	1	16.7%	7	24.1%	19	65.5%	3	10.3%
		22	38.0%	33	51.4%	6	10.6%	41	32.2%	69	54.0%	17	13.8%
Q 12	P 1	5	38.5%	4	30.8%	4	30.8%	6	22.2%	13	48.1%	8	29.6%
	P 2	7	43.8%	7	43.8%	2	12.5%	8	36.4%	10	45.5%	4	18.2%
	I	8	47.1%	8	47.1%	1	5.9%	7	31.8%	12	54.5%	3	13.6%
	A	5	41.7%	5	41.7%	2	16.7%	9	32.1%	18	64.3%	1	3.6%
	E	2	33.3%	4	66.7%	0	0.0%	10	33.3%	14	46.7%	6	20.0%
		27	40.9%	28	46.0%	9	13.2%	40	31.2%	67	51.8%	22	17.0%
Q 13	P 1	1	9.1%	7	63.6%	3	27.3%	1	4.3%	7	30.4%	15	65.2%
	P 2	1	6.3%	7	43.8%	8	50.0%	1	4.5%	8	36.4%	13	59.1%
	I	5	29.4%	7	41.2%	5	29.4%	0	0.0%	8	36.4%	14	63.6%
	A	1	9.1%	5	45.5%	5	45.5%	3	10.7%	10	35.7%	15	53.6%
	E	0	0.0%	2	33.3%	4	66.7%	1	3.4%	8	27.6%	20	69.0%
		8	10.8%	28	45.5%	25	43.8%	6	4.6%	41	33.3%	77	62.1%
Q 14	P 1	7	63.6%	4	36.4%	0	0.0%	12	46.2%	12	46.2%	2	7.7%
	P 2	12	75.0%	3	18.8%	1	6.3%	12	54.5%	5	22.7%	5	22.7%
	I	12	70.6%	5	29.4%	0	0.0%	11	50.0%	8	36.4%	3	13.6%
	A	10	90.9%	1	9.1%	0	0.0%	13	46.4%	11	39.3%	4	14.3%
	E	3	50.0%	3	50.0%	0	0.0%	14	50.0%	10	35.7%	4	14.3%
		44	70.0%	16	28.7%	1	1.3%	62	49.4%	46	36.0%	18	14.5%

R2-3)	Class	P					P.C					N.C							
						×					×					×			
Q1	P1	2	66.7%	1	33.3%	0	0.0%	9	47.4%	8	42.1%	2	10.5%	3	50.0%	2	33.3%	1	16.7%
	P2	2	50.0%	1	25.0%	1	25.0%	18	66.7%	8	29.6%	1	3.7%	6	75.0%	2	25.0%	0	0.0%
	I	3	60.0%	1	20.0%	1	20.0%	10	35.7%	13	46.4%	5	17.9%	2	33.3%	2	33.3%	2	33.3%
	A	1	33.3%	2	66.7%	0	0.0%	19	67.9%	8	28.6%	1	3.6%	3	37.5%	4	50.0%	1	12.5%
	E	1	25.0%	3	75.0%	0	0.0%	9	39.1%	12	52.2%	2	8.7%	6	54.5%	5	45.5%	0	0.0%
		9	47.0%	8	44.0%	2	9.0%	65	51.3%	49	39.8%	11	8.9%	20	50.1%	15	37.4%	4	12.5%
Q2	P1	0	0.0%	1	33.3%	2	66.7%	2	10.5%	10	52.6%	7	36.8%	0	0.0%	1	16.7%	5	83.3%
	P2	0	0.0%	1	25.0%	3	75.0%	0	0.0%	8	32.0%	17	68.0%	1	12.5%	2	25.0%	5	62.5%
	I	1	20.0%	0	0.0%	4	80.0%	1	3.6%	9	32.1%	18	64.3%	0	0.0%	1	16.7%	5	83.3%
	A	0	0.0%	2	66.7%	1	33.3%	1	3.6%	11	39.3%	16	57.1%	2	25.0%	1	12.5%	5	62.5%
	E	1	25.0%	0	0.0%	3	75.0%	5	21.7%	7	30.4%	11	47.8%	0	0.0%	5	45.5%	6	54.5%
		2	9.0%	4	25.0%	13	66.0%	9	7.9%	45	37.3%	69	54.8%	3	7.5%	10	23.3%	26	69.2%
Q3	P1	3	100.0%	0	0.0%	0	0.0%	9	47.4%	9	47.4%	1	5.3%	3	50.0%	3	50.0%	0	0.0%
	P2	0	0.0%	4	100.0%	0	0.0%	12	44.4%	15	55.6%	0	0.0%	6	75.0%	2	25.0%	0	0.0%
	I	1	20.0%	4	80.0%	0	0.0%	14	50.0%	11	39.3%	3	10.7%	4	66.7%	2	33.3%	0	0.0%
	A	0	0.0%	2	66.7%	1	33.3%	12	42.9%	13	46.4%	3	10.7%	2	25.0%	5	62.5%	1	12.5%
	E	4	100.0%	0	0.0%	0	0.0%	12	52.2%	9	39.1%	2	8.7%	9	81.8%	2	18.2%	0	0.0%
		8	44.0%	10	49.3%	1	6.7%	59	47.4%	57	45.6%	9	7.1%	24	59.7%	14	37.8%	1	2.5%
Q4	P1	1	33.3%	1	33.3%	1	33.3%	3	15.8%	12	63.2%	4	21.1%	2	33.3%	4	66.7%	0	0.0%
	P2	2	50.0%	2	50.0%	0	0.0%	5	19.2%	13	50.0%	8	30.8%	0	0.0%	6	75.0%	2	25.0%
	I	1	20.0%	2	40.0%	2	40.0%	9	32.1%	11	39.3%	8	28.6%	1	16.7%	3	50.0%	2	33.3%
	A	2	66.7%	1	33.3%	0	0.0%	6	21.4%	15	53.6%	7	25.0%	1	12.5%	5	62.5%	2	25.0%
	E	3	75.0%	1	25.0%	0	0.0%	5	21.7%	12	52.2%	6	26.1%	2	16.7%	4	33.3%	6	50.0%
		9	49.0%	7	36.3%	3	14.7%	28	22.1%	63	51.6%	33	26.3%	6	15.8%	22	57.5%	12	26.7%
Q5	P1	1	33.3%	2	66.7%	0	0.0%	5	26.3%	9	47.4%	5	26.3%	1	16.7%	1	16.7%	4	66.7%
	P2	1	25.0%	3	75.0%	0	0.0%	11	42.3%	12	46.2%	3	11.5%	2	25.0%	4	50.0%	2	25.0%
	I	4	80.0%	1	20.0%	0	0.0%	10	35.7%	12	42.9%	6	21.4%	1	16.7%	4	66.7%	1	16.7%
	A	1	33.3%	0	0.0%	2	66.7%	9	32.1%	15	53.6%	4	14.3%	2	25.0%	4	50.0%	2	25.0%
	E	2	50.0%	2	50.0%	0	0.0%	10	43.5%	11	47.8%	2	8.7%	0	0.0%	10	90.9%	1	9.1%
		9	44.3%	8	42.3%	2	13.3%	45	36.0%	59	47.6%	20	16.5%	6	16.7%	23	54.8%	10	28.5%
Q6	P1	1	33.3%	1	33.3%	1	33.3%	6	31.6%	9	47.4%	4	21.1%	1	16.7%	1	16.7%	4	66.7%
	P2	1	25.0%	3	75.0%	0	0.0%	15	57.7%	8	30.8%	3	11.5%	1	12.5%	4	50.0%	3	37.5%
	I	4	80.0%	1	20.0%	0	0.0%	11	39.3%	11	39.3%	6	21.4%	0	0.0%	5	83.3%	1	16.7%
	A	1	33.3%	0	0.0%	2	66.7%	9	32.1%	11	39.3%	8	28.6%	2	25.0%	4	50.0%	2	25.0%
	E	2	50.0%	1	25.0%	1	25.0%	10	43.5%	10	43.5%	3	13.0%	5	45.5%	5	45.5%	1	9.1%
		9	44.3%	6	30.7%	4	25.0%	51	40.8%	49	40.0%	24	19.1%	9	19.9%	19	49.1%	11	31.0%
Q7	P1	3	100.0%	0	0.0%	0	0.0%	15	78.9%	3	15.8%	1	5.3%	3	50.0%	2	33.3%	1	16.7%
	P2	2	50.0%	1	25.0%	1	25.0%	18	69.2%	8	30.8%	0	0.0%	5	62.5%	3	37.5%	0	0.0%
	I	4	80.0%	1	20.0%	0	0.0%	24	85.7%	4	14.3%	0	0.0%	3	50.0%	3	50.0%	0	0.0%
	A	2	66.7%	0	0.0%	1	33.3%	23	82.1%	3	10.7%	2	7.1%	5	62.5%	3	37.5%	0	0.0%
	E	3	75.0%	1	25.0%	0	0.0%	22	95.7%	1	4.3%	0	0.0%	8	72.7%	3	27.3%	0	0.0%
		14	74.3%	3	14.0%	2	11.7%	102	82.3%	19	15.2%	3	2.5%	24	59.5%	14	37.1%	1	3.3%

Q8	P1	3	100.0%	0	0.0%	0	0.0%	16	84.2%	3	15.8%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
	P2	2	50.0%	2	50.0%	0	0.0%	19	73.1%	6	23.1%	1	3.8%	7	87.5%	1	12.5%	0	0.0%
	I	5	100.0%	0	0.0%	0	0.0%	26	92.9%	2	7.1%	0	0.0%	4	66.7%	2	33.3%	0	0.0%
	A	2	66.7%	1	33.3%	0	0.0%	27	96.4%	0	0.0%	1	3.6%	6	75.0%	2	25.0%	0	0.0%
	E	4	100.0%	0	0.0%	0	0.0%	23	100.0%	0	0.0%	0	0.0%	10	90.9%	1	9.1%	0	0.0%
		16	83.3%	3	16.7%	0	0.0%	111	89.3%	11	9.2%	2	1.5%	32	80.7%	7	19.3%	0	0.0%
Q9	P1	3	100.0%	0	0.0%	0	0.0%	15	78.9%	4	21.1%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
	P2	3	75.0%	1	25.0%	0	0.0%	17	68.0%	8	32.0%	0	0.0%	5	62.5%	3	37.5%	0	0.0%
	I	5	100.0%	0	0.0%	0	0.0%	26	92.9%	2	7.1%	0	0.0%	4	66.7%	2	33.3%	0	0.0%
	A	1	33.3%	2	66.7%	0	0.0%	25	89.3%	2	7.1%	1	3.6%	6	75.0%	2	25.0%	0	0.0%
	E	4	100.0%	0	0.0%	0	0.0%	23	100.0%	0	0.0%	0	0.0%	9	81.8%	2	18.2%	0	0.0%
		16	81.7%	3	18.3%	0	0.0%	106	85.8%	16	13.5%	1	0.7%	29	73.9%	10	26.1%	0	0.0%
Q10	P1	1	33.3%	1	33.3%	1	33.3%	3	15.8%	14	73.7%	2	10.5%	1	16.7%	3	50.0%	2	33.3%
	P2	1	25.0%	2	50.0%	1	25.0%	3	12.0%	19	76.0%	3	12.0%	2	25.0%	4	50.0%	2	25.0%
	I	2	40.0%	3	60.0%	0	0.0%	4	14.3%	19	67.9%	5	17.9%	1	16.7%	5	83.3%	0	0.0%
	A	2	66.7%	0	0.0%	1	33.3%	10	35.7%	14	50.0%	4	14.3%	4	50.0%	3	37.5%	1	12.5%
	E	1	25.0%	1	25.0%	2	50.0%	7	30.4%	10	43.5%	6	26.1%	3	25.0%	7	58.3%	2	16.7%
		7	38.0%	7	33.7%	5	28.3%	27	21.6%	76	62.2%	20	16.2%	11	26.7%	22	55.8%	7	17.5%
Q11	P1	2	66.7%	1	33.3%	0	0.0%	11	57.9%	8	42.1%	0	0.0%	3	50.0%	1	16.7%	2	33.3%
	P2	3	75.0%	1	25.0%	0	0.0%	16	61.5%	8	30.8%	2	7.7%	3	37.5%	5	62.5%	0	0.0%
	I	3	60.0%	2	40.0%	0	0.0%	8	28.6%	15	53.6%	5	17.9%	1	16.7%	3	50.0%	2	33.3%
	A	2	66.7%	0	0.0%	1	33.3%	17	60.7%	10	35.7%	1	3.6%	2	25.0%	5	62.5%	1	12.5%
	E	2	66.7%	1	33.3%	0	0.0%	17	73.9%	6	26.1%	0	0.0%	4	36.4%	6	54.5%	1	9.1%
		12	67.0%	5	26.3%	1	6.7%	69	56.5%	47	37.6%	8	5.8%	13	33.1%	20	49.2%	6	17.7%
Q12	P1	1	33.3%	2	66.7%	0	0.0%	7	36.8%	10	52.6%	2	10.5%	2	33.3%	3	50.0%	1	16.7%
	P2	3	75.0%	1	25.0%	0	0.0%	9	32.1%	13	46.4%	6	21.4%	1	12.5%	4	50.0%	3	37.5%
	I	4	80.0%	1	20.0%	0	0.0%	8	28.6%	19	67.9%	1	3.6%	1	16.7%	3	50.0%	2	33.3%
	A	2	66.7%	1	33.3%	0	0.0%	13	46.4%	11	39.3%	4	14.3%	2	25.0%	6	75.0%	0	0.0%
	E	3	75.0%	1	25.0%	0	0.0%	10	43.5%	10	43.5%	3	13.0%	3	25.0%	5	41.7%	4	33.3%
		13	66.0%	6	34.0%	0	0.0%	47	37.5%	63	49.9%	16	12.6%	9	22.5%	21	53.3%	10	24.2%
Q13	P1	1	33.3%	1	33.3%	1	33.3%	2	10.5%	9	47.4%	8	42.1%	1	16.7%	1	16.7%	4	66.7%
	P2	1	25.0%	1	25.0%	2	50.0%	5	20.0%	6	24.0%	14	56.0%	1	12.5%	3	37.5%	4	50.0%
	I	3	60.0%	0	0.0%	2	40.0%	4	14.3%	13	46.4%	11	39.3%	0	0.0%	2	33.3%	4	66.7%
	A	2	66.7%	0	0.0%	1	33.3%	6	21.4%	13	46.4%	9	32.1%	0	0.0%	5	62.5%	3	37.5%
	E	1	25.0%	2	50.0%	1	25.0%	5	21.7%	9	39.1%	9	39.1%	2	22.2%	2	22.2%	5	55.6%
		8	42.0%	4	21.7%	7	36.3%	22	17.6%	50	40.7%	51	41.7%	4	10.3%	13	34.4%	20	55.3%
Q14	P1	1	33.3%	1	33.3%	1	33.3%	7	36.8%	10	52.6%	2	10.5%	5	83.3%	1	16.7%	0	0.0%
	P2	4	100.0%	0	0.0%	0	0.0%	18	69.2%	5	19.2%	3	11.5%	4	50.0%	3	37.5%	1	12.5%
	I	3	60.0%	2	40.0%	0	0.0%	14	50.0%	10	35.7%	4	14.3%	1	16.7%	3	50.0%	2	33.3%
	A	1	33.3%	2	66.7%	0	0.0%	19	70.4%	8	29.6%	0	0.0%	6	75.0%	1	12.5%	1	12.5%
	E	3	75.0%	1	25.0%	0	0.0%	16	69.6%	5	21.7%	2	8.7%	6	54.5%	4	36.4%	1	9.1%
		12	60.3%	6	33.0%	1	6.7%	74	59.2%	38	31.8%	11	9.0%	22	55.9%	12	30.6%	5	13.5%

R2-4)	Class	P						P. C						N. C					
						x						x						x	
Q1	P1	0	0.0%	2	66.7%	1	33.3%	4	21.1%	12	63.2%	3	15.8%	4	66.7%	1	16.7%	1	16.7%
	P2	1	25.0%	3	75.0%	0	0.0%	4	15.4%	13	50.0%	9	34.6%	2	25.0%	4	50.0%	2	25.0%
	I	2	40.0%	2	40.0%	1	20.0%	6	21.4%	14	50.0%	8	28.6%	0	0.0%	5	83.3%	1	16.7%
	A	3	100.0%	0	0.0%	0	0.0%	8	28.6%	13	46.4%	7	25.0%	1	12.5%	2	25.0%	5	62.5%
	E	1	25.0%	3	75.0%	0	0.0%	6	26.1%	5	21.7%	12	52.2%	3	27.3%	3	27.3%	5	45.5%
		7	38.0%	10	51.3%	2	10.7%	28	22.5%	57	46.3%	39	31.2%	10	26.3%	15	40.5%	14	33.3%
Q2	P1	2	66.7%	0	0.0%	1	33.3%	5	26.3%	10	52.6%	4	21.1%	1	16.7%	3	50.0%	2	33.3%
	P2	1	25.0%	3	75.0%	0	0.0%	9	33.3%	12	44.4%	6	22.2%	0	0.0%	5	62.5%	3	37.5%
	I	4	80.0%	1	20.0%	0	0.0%	9	32.1%	12	42.9%	7	25.0%	0	0.0%	4	66.7%	2	33.3%
	A	1	33.3%	2	66.7%	0	0.0%	7	25.0%	12	42.9%	9	32.1%	2	25.0%	2	25.0%	4	50.0%
	E	3	75.0%	1	25.0%	0	0.0%	11	47.8%	10	43.5%	2	8.7%	0	0.0%	6	54.5%	5	45.5%
		11	56.0%	7	37.3%	1	6.7%	41	32.9%	56	45.3%	28	21.8%	3	8.3%	20	51.7%	16	39.9%
Q3	P1	2	66.7%	1	33.3%	0	0.0%	7	36.8%	9	47.4%	3	15.8%	1	16.7%	3	50.0%	2	33.3%
	P2	2	50.0%	1	25.0%	1	25.0%	7	28.0%	13	52.0%	5	20.0%	2	25.0%	4	50.0%	2	25.0%
	I	4	80.0%	1	20.0%	0	0.0%	9	32.1%	15	53.6%	4	14.3%	0	0.0%	2	33.3%	4	66.7%
	A	2	66.7%	1	33.3%	0	0.0%	7	25.0%	20	71.4%	1	3.6%	2	25.0%	3	37.5%	3	37.5%
	E	3	75.0%	1	25.0%	0	0.0%	9	39.1%	12	52.2%	2	8.7%	2	18.2%	5	45.5%	4	36.4%
		13	67.7%	5	27.3%	1	5.0%	39	32.2%	69	55.3%	15	12.5%	7	17.0%	17	43.3%	15	39.8%
Q4	P1	1	33.3%	2	66.7%	0	0.0%	5	26.3%	8	42.1%	6	31.6%	1	16.7%	2	33.3%	3	50.0%
	P2	2	50.0%	0	0.0%	2	50.0%	6	22.2%	10	37.0%	11	40.7%	3	37.5%	3	37.5%	2	25.0%
	I	3	60.0%	0	0.0%	2	40.0%	7	25.0%	14	50.0%	7	25.0%	0	0.0%	2	33.3%	4	66.7%
	A	2	66.7%	1	33.3%	0	0.0%	5	17.9%	19	67.9%	4	14.3%	3	37.5%	3	37.5%	2	25.0%
	E	1	25.0%	2	50.0%	1	25.0%	4	17.4%	14	60.9%	5	21.7%	2	18.2%	5	45.5%	4	36.4%
		9	59.0%	5	30.9%	5	10.1%	27	29.3%	65	50.9%	33	19.7%	9	16.3%	15	43.0%	15	40.7%
Q5	P1	1	33.3%	1	33.3%	1	33.3%	5	26.3%	12	63.2%	2	10.5%	2	33.3%	2	33.3%	2	33.3%
	P2	0	0.0%	4	100.0%	0	0.0%	8	30.8%	13	50.0%	5	19.2%	0	0.0%	5	62.5%	3	37.5%
	I	5	100.0%	0	0.0%	0	0.0%	8	28.6%	11	39.3%	9	32.1%	0	0.0%	4	66.7%	2	33.3%
	A	1	33.3%	2	66.7%	0	0.0%	11	39.3%	13	46.4%	4	14.3%	2	25.0%	2	25.0%	4	50.0%
	E	3	75.0%	1	25.0%	0	0.0%	9	39.1%	13	56.5%	1	4.3%	1	9.1%	6	54.5%	4	36.4%
		10	48.3%	8	45.0%	1	6.7%	41	32.8%	62	51.1%	21	16.1%	5	13.5%	19	48.4%	15	38.1%
Q6	P1	0	0.0%	1	33.3%	2	66.7%	2	10.5%	9	47.4%	8	42.1%	1	16.7%	3	50.0%	2	33.3%
	P2	0	0.0%	3	75.0%	1	25.0%	4	15.4%	10	38.5%	12	46.2%	0	0.0%	3	37.5%	5	62.5%
	I	2	40.0%	3	60.0%	0	0.0%	2	7.1%	11	39.3%	15	53.6%	0	0.0%	1	16.7%	5	83.3%
	A	0	0.0%	1	33.3%	2	66.7%	6	21.4%	10	35.7%	12	42.9%	2	25.0%	2	25.0%	4	50.0%
	E	1	25.0%	1	25.0%	2	50.0%	5	21.7%	8	34.8%	10	43.5%	1	9.1%	5	45.5%	5	45.5%
		3	13.0%	9	45.3%	7	41.7%	19	15.2%	48	39.1%	57	45.6%	4	10.2%	14	34.9%	21	54.9%
Q7	P1	1	33.3%	1	33.3%	1	33.3%	3	15.8%	10	52.6%	6	31.6%	1	16.7%	3	50.0%	2	33.3%
	P2	0	0.0%	3	75.0%	1	25.0%	6	22.2%	13	48.1%	8	29.6%	0	0.0%	5	62.5%	3	37.5%
	I	3	60.0%	2	40.0%	0	0.0%	3	10.7%	15	53.6%	10	35.7%	0	0.0%	0	0.0%	6	100.0%
	A	0	0.0%	1	33.3%	2	66.7%	8	28.6%	12	42.9%	8	28.6%	2	25.0%	2	25.0%	4	50.0%
	E	1	25.0%	1	25.0%	2	50.0%	9	39.1%	7	30.4%	7	30.4%	1	9.1%	3	27.3%	7	63.6%
		5	23.7%	8	41.3%	6	35.0%	29	23.3%	57	45.5%	39	31.2%	4	10.2%	13	33.0%	22	56.9%
Q8	P1	0	0.0%	2	66.7%	1	33.3%	7	36.8%	10	52.6%	2	10.5%	2	33.3%	3	50.0%	1	16.7%
	P2	2	50.0%	2	50.0%	0	0.0%	3	11.5%	13	50.0%	10	38.5%	0	0.0%	4	66.7%	2	33.3%
	I	1	20.0%	2	40.0%	2	40.0%	5	17.9%	16	57.1%	7	25.0%	0	0.0%	4	66.7%	2	33.3%
	A	2	66.7%	1	33.3%	0	0.0%	6	21.4%	13	46.4%	9	32.1%	2	25.0%	3	37.5%	3	37.5%
	E	2	50.0%	2	50.0%	0	0.0%	4	17.4%	7	30.4%	12	52.2%	3	27.3%	5	45.5%	3	27.3%
		7	37.3%	9	48.0%	3	14.7%	25	21.0%	59	47.3%	40	31.7%	7	17.1%	19	53.3%	11	29.6%

R2-5)	Class	P					P. C					N. C							
						x					x					x			
Q1	P1	1	33.3%	2	66.7%	0	0.0%	3	15.8%	11	57.9%	5	26.3%	1	16.7%	2	33.3%	3	50.0%
	P2	2	50.0%	2	50.0%	0	0.0%	5	19.2%	13	50.0%	8	30.8%	0	0.0%	5	71.4%	2	28.6%
	I	1	20.0%	3	60.0%	1	20.0%	7	25.0%	14	50.0%	7	25.0%	0	0.0%	4	66.7%	2	33.3%
	A	1	33.3%	1	33.3%	1	33.3%	3	10.7%	12	42.9%	13	46.4%	2	25.0%	0	0.0%	6	75.0%
	E	3	100.0%	0	0.0%	0	0.0%	5	21.7%	14	60.9%	4	17.4%	2	18.2%	6	54.5%	3	27.3%
		8	47.3%	8	42.0%	2	10.7%	23	18.5%	64	52.3%	37	29.2%	5	12.0%	17	45.2%	16	42.8%
Q2	P1	2	66.7%	1	33.3%	0	0.0%	7	36.8%	10	52.6%	2	10.5%	1	16.7%	5	83.3%	0	0.0%
	P2	1	25.0%	0	0.0%	3	75.0%	13	50.0%	10	38.5%	3	11.5%	3	42.9%	3	42.9%	1	14.3%
	I	2	40.0%	2	40.0%	1	20.0%	18	64.3%	7	25.0%	3	10.7%	5	83.3%	1	16.7%	0	0.0%
	A	1	33.3%	2	66.7%	0	0.0%	17	60.7%	6	21.4%	5	17.9%	4	50.0%	2	25.0%	2	25.0%
	E	2	50.0%	2	50.0%	0	0.0%	17	73.9%	4	17.4%	2	8.7%	5	45.5%	5	45.5%	1	9.1%
		8	43.0%	7	38.0%	4	19.0%	72	57.2%	37	31.0%	15	11.9%	18	47.7%	16	42.7%	4	9.7%
Q3	P1	2	66.7%	1	33.3%	0	0.0%	13	68.4%	6	31.6%	0	0.0%	4	66.7%	0	0.0%	2	33.3%
	P2	3	60.0%	1	20.0%	1	20.0%	16	61.5%	9	34.6%	1	3.8%	6	85.7%	1	14.3%	0	0.0%
	I	2	40.0%	3	60.0%	0	0.0%	18	64.3%	10	35.7%	0	0.0%	4	66.7%	2	33.3%	0	0.0%
	A	1	33.3%	1	33.3%	1	33.3%	21	75.0%	6	21.4%	1	3.6%	7	87.5%	1	12.5%	0	0.0%
	E	4	100.0%	0	0.0%	0	0.0%	18	78.3%	5	21.7%	0	0.0%	7	63.6%	4	36.4%	0	0.0%
		12	60.0%	6	29.3%	2	10.7%	86	69.5%	36	29.0%	2	1.5%	28	74.0%	8	19.3%	2	6.7%
Q4	P1	2	66.7%	1	33.3%	0	0.0%	9	47.4%	10	52.6%	0	0.0%	1	16.7%	4	66.7%	1	16.7%
	P2	1	33.3%	2	66.7%	0	0.0%	16	64.0%	7	28.0%	2	8.0%	3	42.9%	4	57.1%	0	0.0%
	I	3	60.0%	2	40.0%	0	0.0%	15	53.6%	10	35.7%	3	10.7%	1	16.7%	5	83.3%	0	0.0%
	A	0	0.0%	2	66.7%	1	33.3%	13	46.4%	12	42.9%	3	10.7%	1	12.5%	4	50.0%	3	37.5%
	E	4	100.0%	0	0.0%	0	0.0%	10	43.5%	12	52.2%	1	4.3%	5	41.7%	5	41.7%	2	16.7%
		10	52.0%	7	41.3%	1	6.7%	63	51.0%	51	42.3%	9	6.8%	11	26.1%	22	59.8%	6	14.2%
Q5	P1	0	0.0%	1	33.3%	2	66.7%	0	0.0%	8	42.1%	11	57.9%	0	0.0%	4	66.7%	2	33.3%
	P2	0	0.0%	2	50.0%	2	50.0%	5	18.5%	8	29.6%	14	51.9%	1	14.3%	4	57.1%	2	28.6%
	I	0	0.0%	2	40.0%	3	60.0%	0	0.0%	13	46.4%	15	53.6%	0	0.0%	6	100.0%	0	0.0%
	A	0	0.0%	1	33.3%	2	66.7%	1	3.6%	12	42.9%	15	53.6%	1	12.5%	3	37.5%	4	50.0%
	E	1	33.3%	2	66.7%	0	0.0%	5	21.7%	9	39.1%	9	39.1%	0	0.0%	9	81.8%	2	18.2%
		1	6.7%	8	44.7%	9	48.7%	11	8.8%	50	40.0%	64	51.2%	2	5.4%	26	68.6%	10	26.0%