

# Good Language Learner Traits

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Module 2

**Do you think there is such a thing as a ‘*good*’ language learner?’ To what extent do you think that it is possible for people to become ‘better’ language learners? Discuss with reference to your own students, past or present.**

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## **1. Introduction**

The goal of language education is to provide students with tools they can use to become successful language learners. Students and educators are able to recognise good language learners (GLLs) in the classroom. The goal of this paper is to define what makes a GLL so successful. Common traits that can be found in successful learners will be examined to see how these traits can help less effective learners.

As well as different tactics that GLLs employ, a number of cognitive and affective factors shape successful learners. Intelligence, personality, age, motivation and student beliefs will all be examined to see how these factors can help learners. Some of them will be able to be applied to all learners, while others are innate possessions that can not be transferred.

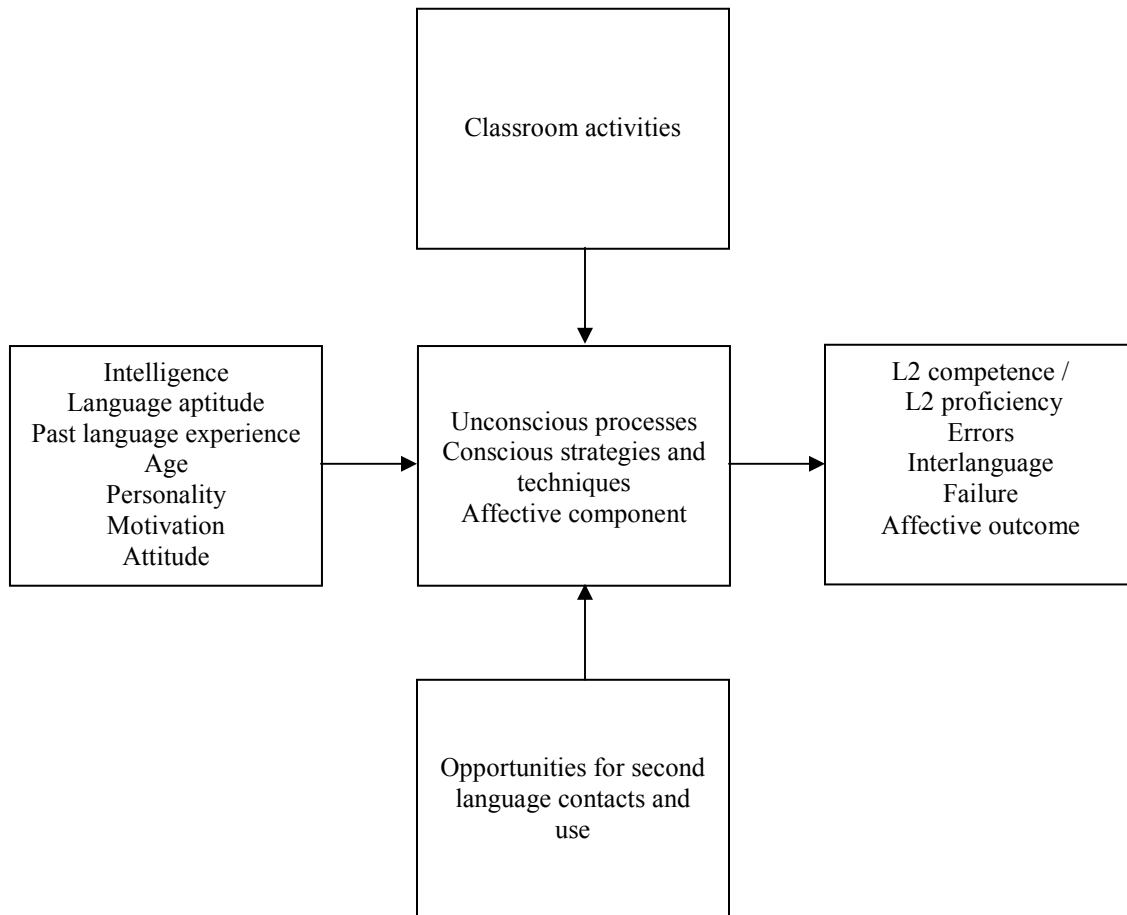
To get a better understanding of the interworking of these factors, I administered the Beliefs About Language Learning Inventory (BALLI) survey to 189 South Korean university students. This showed many different points about GLLs.

## **2. Research on Language Learners**

Learning a language in a classroom environment varies greatly depending on the learner, teaching methods and environment (Naiman 1978: 2). There are a number of variables in each of these concepts which are summarised in figure 1. This shows the process by which languages are learned, from which we can look at how they are learned most effectively. The table shows the different variables within each learner. These combine with the various environmental and teaching factors to facilitate learning, with a variety of possible outcomes.

As teaching methodologies have progressed, the classroom activities are adjusted, as are the expectations of student progress. This changes the ideas of what makes them good learners. In the grammar translation method, errors were viewed as carelessness. Rote learning and pattern drilling were thought to be able to solve all of the learners' problems

if done in sufficient quantity (Mitchell 2001: 18). Under this system, the student that could learn the most words, or apply the correct pattern would be viewed as the most successful. This system also views GLLs as those who make the fewest errors.



**Figure 1 – Model of second language learning (Naiman 1978: 3)**

The grammar translation method was eventually replaced by the audio-lingual method (Brown 2007: 16). This added more speaking and listening practice to language learning, but still relied heavily on pattern drilling. These methods have similar views on GLLs. Researchers have moved away from grammar translation and audio-lingual methods. This shift has led away from the idea that successful language learners do not make errors.

Language learning has begun to be viewed as a more complex entity, and many differing views have been offered to outline a GLL. Rubin’s list of 14 strategies (see figure 2) has

formed the basis for many researchers. This list looks at different tools that GLLs use in the target language.

### **Good Language Learners**

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Are creative, developing a “feel” for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using language inside and outside the classroom.
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language
9. Use contextual cues to help them in comprehension
10. Learn to make intelligent guesses
11. Learn chunks of language as wholes and formalized routines to help them perform “beyond their competence”
12. Learn certain tricks that help keep conversations going
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation

**Figure 2 – Rubin and Thompson (cited in Brown 1994: 192)**

In numbers three, five, seven and ten, Rubin demonstrates that errors are not merely laziness and need to be corrected, but are tools the GLL can use to advance their knowledge of the target language. The three traits that Rubin judged to be the most important were being a good guesser, being willing to look foolish, and will try to make new sentences (1975: 43). Most researchers now agree with Rubin that creativity is an important trait in GLLs.

Motivation is also prominent in the strategies. A learner that will find their own way and make opportunities for themselves is a highly motivated student. These two points, listed at numbers one and four are supported by Dörnyei, who states that “motivation is one of the main determinates of second/foreign language learning achievement” (1994: 273).

The remaining traits of GLLs listed are strategies that can all be related to motivation indirectly. Learners that employ certain tricks or mnemonic devices are dedicated to learning the language. Without motivation, a language learner would not take the time to employ these strategies.

Rubin's work is a good starting point that several others have expanded upon.

Lightbown and Spada developed their own list of learner traits (see figure 3). This echoes Rubin's ideas in the first three items. Again, a willingness to experiment with the language and not to be afraid of mistakes is emphasised.

### **A Good Language Learner**

1. Is a willing and accurate guesser
2. Tries to get a message across even if specific language knowledge is lacking
3. Is willing to make mistakes
4. Constantly looks for patterns in the language
5. Practices as often as possible
6. Analyses his or her own speech and the speech of others
7. Attends to whether his or her performance meets the standards he or she has learned
8. Enjoys grammar exercises
9. Begins learning in childhood
10. Has an above – average IQ
11. Has good academic skills
12. Has good self – image and lots of confidence

**Figure 3 – Lightbown and Spada (2001: 55)**

Numbers four through seven again refer to strategies that GLLs use to their advantage. Both agree that practicing as much as possible is important for language success. The other strategies are slightly different, but have similar sentiments. Rubin and Thompson argue that learning styles, tricks and strategies are the most important. Lightbown and Spada feel that self analysis, looking for patterns and analysis of speech patterns are effective techniques. Again, all of these strategies can be related back to motivation in the learner.

The most important difference with this list of strategies is that it includes cognitive and affective factors. Numbers eight, 11 and 12 describe personality traits that are often found in GLLs. Number nine deals with age and ten describes intelligence as being an important trait for learners to have. I shall examine these traits of GLLs in the following sections.

## **2.1. Cognitive Factors**

The role of intelligence in GLLs is a highly debated topic. It is difficult to measure in classroom studies, because a person's intelligence is complex, and "individuals have many kinds of abilities and strengths, not all of which are measured on traditional IQ tests" (Lightbown 2001:31). Since researchers have difficulty measuring the different facets of intelligence, it is equally difficult to analyse how it relates to GLLs.

Some research suggests that intelligence relates to certain types of language learning. Research performed by Genessee indicates that while intelligence does alter reading grammar and vocabulary skills, it does not affect oral communicative skills (cited in Lightbown 2001: 31). Since oral skills play a major role in many modern language classrooms, the importance of intelligence in those learning environments is lessened.

Another reason that intelligence and aptitude are largely viewed as irrelevant is because they cannot be altered to aid students in acquiring a new language. Rubin notes that aptitude is the learning variable that is least susceptible to manipulation (1975: 44). Since intelligence can not be altered to aid students become more successful learners, it is largely irrelevant for pedagogical purposes.

## **2.2. Affective Factors**

Most researchers now agree that the affective factors in second language acquisition are the most crucial. A learner's personality, motivation, beliefs, age, class, ethnicity and gender all appear to be significant (Mitchell 2001: 25). This paper will analyse these

different factors to determine which are the most important in helping learners become more successful.

### **2.2.1. Personality and Attitude**

While a person's intelligence seems to correlate with grammatical and metalinguistic knowledge, comparisons of studies indicate that personality relates to communicative ability (Lightbown 2001: 33). This can be seen in self-confident students. These students readily interact with those around them. These interactions allow them to recall information and apply it to the conversational settings.

Language ambiguity tolerance is another personality trait commonly found in GLLs. Naiman suggests that "those students who have a high intolerance of ambiguity may have great difficulty in coping with the amount of ambiguity present in the second language classroom" (1978: 147). The students that are ambiguity-tolerant are better able to analyse the differences between the L1 and L2.

As with intelligence, it is difficult to successfully affect personality factors. However, positive attitude "is certainly not a sufficient condition for success in learning a second language" (Naiman 1978: 145). Therefore, other traits can be found to help students become better language learners.

### **2.2.2. Motivation**

Motivation is considered by many researchers to be the number one predictor of second language success. Mitchell notes that the relationship between motivation and second language success has consistently been demonstrated in classroom studies (2001: 24). To get a better idea of how motivation affects students, we must understand the different types of motivation.

There are two basic forms of motivation; intrinsic and extrinsic. Edward Deci (cited in Brown 2007: 172) classifies intrinsic motivation as having no reward other than the



actual act. Extrinsic motivation is based on the assumption of a reward upon completion of a task. Of these two types of motivation, many studies have shown that intrinsic motivation is a much more powerful force, especially in the long term (Brown 2007: 173). Motivation can also further be broken down into instrumental and integrative orientations. Instrumental orientations refer to goals such as improving career opportunities. Integrative orientations are composed of the desire to become involved with the society and culture of the people using the target language (Brown 2007: 170). The interactions between the different motivational forces are demonstrated in figure 4.

	<b>Intrinsic</b>	<b>Extrinsic</b>
<b>Integrative</b>	L2 learner wishes to integrate with the L2 culture	Someone else wishes the L2 learner to know the L2 for integrative reasons
<b>Instrumental</b>	L2 learner wishes to achieve Goals utilizing L2	External power wants L2 learner to learn L2

**Figure 4 - Motivational dichotomies (Bailey cited in Brown 2007: 174)**

All students learn languages for a variety of reasons. These reasons will affect their levels of motivation, and eventual success or failure. Successfully motivated students will be able to quickly progress in their language studies. Gardner and MacIntyre define a motivated student as “one who wants to achieve a particular goal, devotes considerable effort to achieve this goal, and experiences satisfaction in the activities associated with achieving this goal” (cited in Mitchell 2001: 24). It is this effort that the motivated student uses that separates them from less successful learners.

Students have different learning styles. Therefore, the way to motivate them will also vary. The most effective motivational techniques will be “eclectic, bringing together factors from different psychological fields” (Dörnyei 1994: 274). Teachers must constantly adjust motivational techniques to aid the students along the path to language fluency.

### **2.2.3. Age**

The effect of age in the second language classroom is an area that is hotly contested. Lightbown notes that “for every researcher who holds that there are maturational constraints on language acquisition, there is another who considers that the age factor cannot be separated from factors such as motivation, social identity, and the conditions for learning” (2001: 41). Since there is no consensus, it is difficult to draw conclusions about its role in forming successful learners.

One reason that an agreement has not been reached is because “there is the problem of interpreting the correlation of two factors as being due to a causal relationship between them. That is, the fact that two things tend to occur together does not necessarily mean that one caused the other” (Lightbown 2001: 30). This condition of post hoc ergo propter hoc is unlikely to be solved in the near future. As a solid determination on the effects of age is unavailable, I shall discard it for now as a possible factor for GLLs.

### **2.2.4. Beliefs**

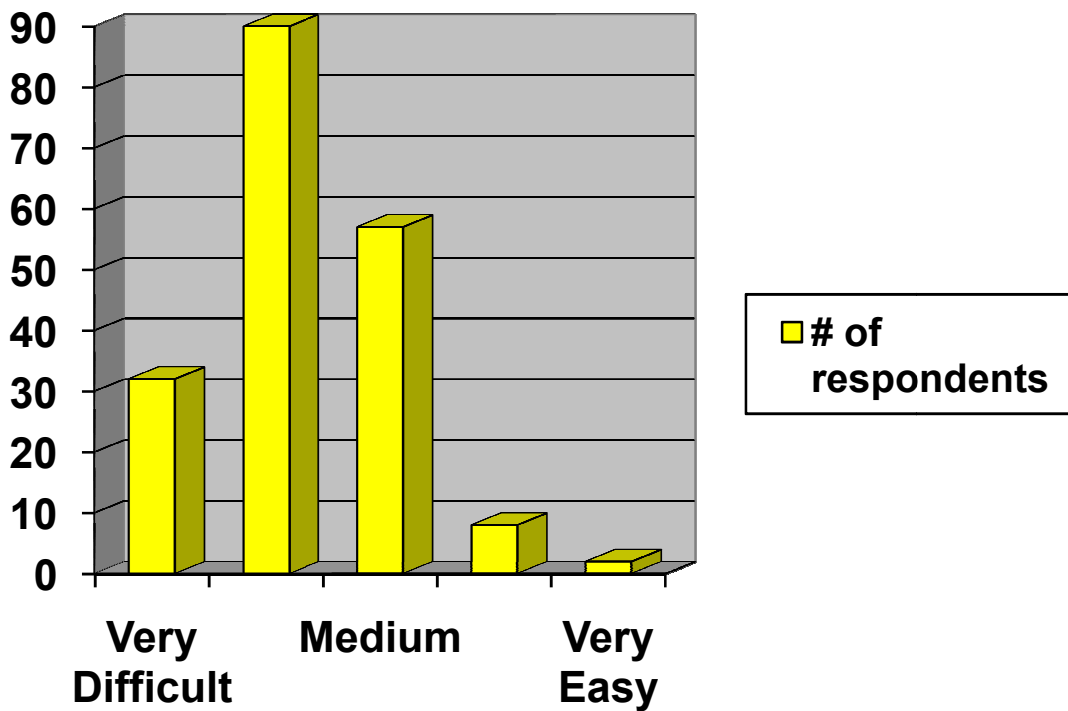
Many different opinions abound in second language classrooms. Lightbown states that “virtually all learners, particularly older learners, have strong beliefs and opinions about how their instruction should be delivered” (2001: 35). Teachers must understand these beliefs in order to figure out how to properly motivate students.

## **3. BALLI Survey and Results**

To get a better feel of my students’ beliefs, I adapted the Beliefs About Language Learning Inventory (BALLI) survey (see appendix 1 cited in Horowitz 1998) and administered it to 189 Korean university students, who are taught in classes broken down into major or minor (see appendices 2 – 9). The English majors have the highest average level of English, followed by the English minors. The English minors are Hotel and Tourism majors. The classes with the lowest average level of English are the Mass Communication majors and P.E. majors.

### 3.1. Difficulty

Not surprisingly, many students view language acquisition as a difficult task (see figure 5). However, the higher level students do not feel that this is quite as difficult as the lower level students. Of the three high level classes (see appendices 3 – 4), 9% of the students feel that English is a very difficult language to learn. Meanwhile, in the two lowest level classes (appendices 8, 9, 32% believe that English is very difficult.



**Figure 5 – Opinions on the difficulty of learning English**

The views on difficulty are a result of self-confidence. The more successful students viewed language learning as easier. Thus, they have a greater confidence in their abilities to acquire the language. This concurs with Mitchell, who noted that studies have shown that “language anxiety has a negative relationship with learning success, and some others which suggest the opposite, for learner self-confidence” (2001: 25). This increases their motivation to continue learning the language because they see it as an attainable goal.

The lower level students see that task of language learning as difficult because they have a lowered sense of confidence in language learning. If self-confidence can be related to motivation in this way, it is one area of personality that is open to modification by the teacher. These results agree with Lightbown and Spada's findings noted in figure two.

I did not find these results surprising, because in my experiences dealing with students, I have often found that self-confidence is important to succeed. The courses I have had most exposure to are speaking and listening based classes which require a lot of interaction. Students that have a shy nature do not readily attempt to communicate with others around them, or ask questions of the teacher. This deprives them of some of their best opportunities to advance their skills.

The survey also asked how long the students felt it would take to learn a language studying one hour per day. 34% of the students feel that it would only take up to two years to become competent in the target language. Horowitz argues that these students are setting themselves up for failure, as they would become disappointed with their progress, and become less motivated to learn the language (1988: 292). In the lowest level class, over 50% of the students believe that it can be accomplished in less than two years. These ideas need to be adjusted for the students to get past the early stages of language learning to find success.

Students' views of their own levels are an important variable in motivation. Their view of their own level directly correlates to how long they believe it will take them to become a competent speaker. My assessment of students' abilities is based on my experiences teaching in conversation based environments. As a result, my expectations of students are almost entirely based on their speaking ability. I assess the students' abilities along the following criteria:

Elementary	can process simple commands and reply in basic sentences.
Low Intermediate	uses multiple tenses and can converse about basic topics.
Intermediate	speaks slowly, and can converse about more advanced topics.
Upper-Intermediate	can participate in a variety of conversations.

Advanced Fluent	can participate in most conversations of high complexity. speaks the language fluently regardless of accent.
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Compared to my opinions about their abilities, the lower level students, especially the physical education majors typically have very inflated views of their abilities. The students I judge to be of moderate to high levels of English normally perceive their abilities as I do. It is likely that this discrepancy is due to students recognising the material that they do not yet know as they progress in the language. In my own learning experiences with French, German and Korean, I noticed that as I progressed, I had a clearer view of the languages as a whole

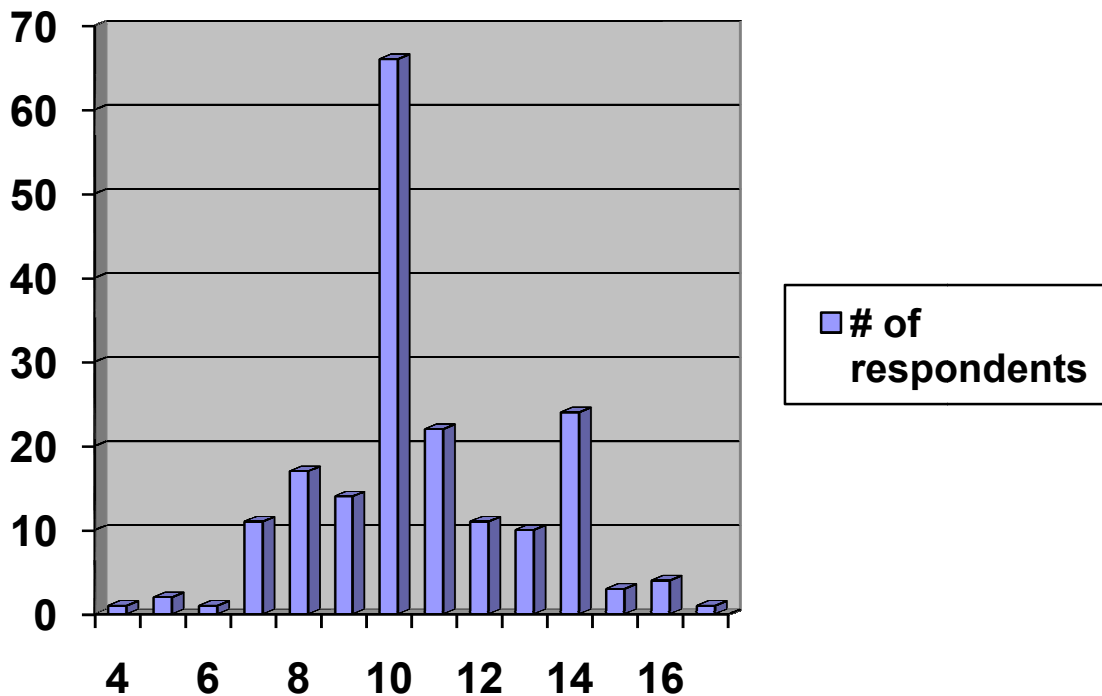
At the lower levels, learning small chunks of information can be seen as great leaps forward. This can lead to problems such as “after years of classes, learners feel frustrated by the lack of progress, and their motivation to continue may be diminished” (Lightbown 2001: 42). If students misunderstand their ability, they will likely lose motivation when results are not reached quickly enough.

### **3.2. Aptitude**

The aptitude section of the survey has some mixed results. 67% of the students believe that special language ability is required to succeed in acquiring a second language. However, question 16 shows that 52% feel that they do not possess this special ability. It is likely that negative experiences in the classroom have led the students to form these opinions (Horowitz 1988: 292). These students have become unmotivated, and have developed language learning attitudes that are detrimental to success.

Interestingly, 66% of those surveyed feel strongly that they will succeed in learning English. 76% also answered that anyone can learn to speak a foreign language. As long as the students believe anyone can succeed, they can be motivated about the subject to have a better chance of accomplishing their language goals.

Question one on the survey deals with age. The vast majority of the students agreed that age plays an important role in language acquisition. When dealing with most of my students, I have not seen this to be true. Figure 6 shows the starting age for the students that participated in the BALLI survey. The majority of students began studying English at age ten, which is third grade in elementary school. This applied to low and high level students equally.



**Figure 6 – Age students began studying English**

The discrepancy between beliefs about age and the students in the survey can be traced back to motivation. The research noted in section 2.2.2 stated that intrinsic motivation is a more powerful force than extrinsic motivation. Younger learners in an EFL learning environment are often there because someone else wishes them to learn the language for instrumental purposes. Lightbown states that “if the speaker’s only reason for learning the second language is external pressure, internal motivation may be minimal and general attitudes towards learning may be negative” (2001: 33). Since the intrinsic motivation is missing from the scenario, the student does not become an effective learner.

### **3.3. Language Pedagogy**

The elements of the survey that deal with language pedagogy reflects the education these students received at younger ages. The majority of classes in South Korea at the elementary and middle school level are based on grammar translation method. 55 of the students feel strongly that learning vocabulary words is the most important facet of learning a foreign language. A further 35 also believe strongly that learning to translate from the L1 is the key element in language acquisition. These students are not likely to “adopt the types of holistic strategies associated with successful language learners” (Horowitz 1988: 292). These students will not look at the big picture and try to improve their listening and speaking skills in addition to their reading and writing skills because they are focusing only on vocabulary and grammar.

The use of standardised tests in Korea focusing on vocabulary and grammar has further reinforced the students’ opinions. Brown contends that educational institutions need to “become more sensitive to the importance of teaching foreign languages for communicative purposes... [so that] we may be better able, worldwide, to accomplish the goals of communicative language teaching” (2007: 242). The motivated learners will be able to step out of the boundaries created by this system to form positive learning strategies for themselves, creating better chances for eventual success.

### **3.4. Learning Strategies**

Throughout the multitude of research done to categorize a GLL, it has become clear that “more proficient learners do indeed employ strategies that are different from those used by the less proficient” (Oxford and Crookall cited in Mitchell 2001: 24). In order to apply any of these strategies, a student must be pro-active in order to do their best (Macaro 2001: 264). In order to apply successful strategies, a learner must be motivated to do so. All researchers have their own ideas about the most successful of these strategies.

One strategy that can be found in virtually all of the research is a willingness to make mistakes. The question about learning correctly the first time drew varied answers from the higher and lower level students. In question 14, 32% of all of the respondents disagreed with the statement ‘you shouldn’t say anything in English until you can say it correctly’. For the English majors in the highest level class, 57% strongly disagreed. Comparatively, 16% of the Physical Education students in the lowest level class disagreed with the statement. This data confirms that a “concern or perhaps overconcern with correctness – will probably have difficulty accepting, being comfortable with, and participating in the communicative approaches now common in many foreign language classes” (Horowitz 1988: 290). Strategies that permit mistakes will be more successful than those that do not.

### **3.5. Motivation in the Korean Classroom**

In my dealings with university students in Korea, most of the students are extrinsically motivated by a desire to merely pass the language requirement. Studies have proved that “students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement” (Dörnyei 1994: 276). Once the achievement is reached, the students feel they no longer have any use for the skills they have acquired and promptly forget them.

Another form of motivation found throughout South Korea is instrumental orientation of both intrinsic and extrinsic motivation. Question 29 dealt with the possibilities of better job opportunities with higher levels of English. This is instrumentally oriented intrinsic motivation. 89% of respondents agreed with this. There was no significant difference between higher and lower level students. Since all of the students are equally motivated, this suggests that instrumental orientation is not a powerful enough force to translate to language success.

The other form of orientation is integrative. Question 24 deals with this. The question states “I would like to learn English so that I can get to know the British / Americans better (see appendix 1). This is intrinsic, integrative oriented motivation. In the highest



level, 63% of respondents agreed with the statement. In the lowest level, 50% agreed with the statement. This shows that the more successful language learners have a higher level of intrinsic integrative orientation motivation.

#### **4. Pedagogical Implications**

Throughout studies into GLLs, many different strategies have been observed to help learners succeed. These strategies are “in essence, learner’s techniques for capitalizing on the principles of successful learning” (Brown 1994: 190). These strategies will vary for all individuals based on their personal preferences and learning styles. The learners that apply these strategies will be highly motivated.

The question then becomes, ‘how do educators best motivate their students?’ One of the best ways to increase motivation is to help learners set realistic goals to manage their ideas on how long it will take them to learn the language. These goals “should be specific, hard but achievable, accepted by the students, and accompanied by feedback about progress” (Dörnyei 1994: 276). This will help in reducing problems seen in the BALLI survey with students’ beliefs about their levels and length of time it will take to learn the language.

While goals are a good place to start, it must be remembered that motivations change over time. Periodically asking students about their motivations will allow the teacher to “determine which parts of L2 learning are especially valuable to the students and can include activities that include those aspects” (Oxford and Shearin 1994: 24). In this way, teachers can constantly modify the teaching methods employed to continue the process of motivation.

One more area where teachers can aid motivation is by creating a classroom environment which is “a welcoming, positive place where psychological needs are met and where language anxiety is kept to a minimum” (Oxford and Shearin 1994: 25). This will help students that are shy about speaking. If they are not afraid to speak in class, they will be

more inclined to do so. This will help students progress to become better language learners.

## **5. Conclusion**

It has been shown through a multitude of research that GLLs do exist. Additionally, it is possible for learners to be affected by proper motivation to make them better language learners. The GLLs often have a number of facets. Cognitive factors such as intelligence play a role along with the more important affective factors such as personality and motivation. While it is difficult if not impossible to alter many of these traits, some can be enhanced to aid language learning.

The most important trait by far is motivation. Learners are motivated by a variety of influences such as their personal learning styles and beliefs about language learning. In the course of writing this paper, I have become more aware of the importance in altering motivational strategies in the classroom.

Teachers must always be sensitive to changing strategies in the classroom in order to continue helping learners become more successful. A properly motivated student will apply a number of strategies to their language learning in order to get the most from it. Tasks such as effectively setting goals or creating inviting learning environments can increase students' motivation to learn. These tools will help language learners develop their skills and succeed in language learning.

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## Appendix 1

### ***BALLI Survey***

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
3. Some languages are easier to learn than others.
4. English is a (.....) language.
5. I believe that I will learn to speak English very well.
6. People from my country are good at learning foreign languages.
7. It is important to speak English with an excellent pronunciation.
8. It is necessary to know about English speaking cultures in order to speak English.
9. You shouldn't say anything in English, until you can say it correctly.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. People who are good at mathematics or science are not good at learning foreign languages.
12. It is best to learn English in an English-speaking country.
13. I enjoy practising English with the native speakers I meet.
14. It is OK to guess, if you don't know a word in English.
15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well?
16. I have a special ability for learning foreign languages.
17. The most important part of learning a foreign language is learning vocabulary words.
18. It is important to repeat and practise a lot.
19. Women are better than men at learning foreign languages.
20. People in my country feel that it is important to speak English.
21. I feel timid (shy) when speaking English with other people.
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
23. The most important part of learning a foreign language is learning the grammar.

24. I would like to learn English so that I can get to know the British / Americans better.
25. It is easier to speak than understand a foreign language.
26. It is important to practise with cassettes or tapes.
27. Learning a foreign language is different from learning other subjects.
28. The most important part of learning English is learning how to translate from my native language.
29. If I learn English very well, I will have better opportunities for a good job.
30. People who speak more than one language are very intelligent.
31. I want to learn to speak English very well.
32. I would like to have British/American (English-speaking) friends.
33. Everyone can learn to speak a foreign language.
34. It is easier to read and write English than to speak and understand it.
35. So far I have been learning English for (.....) years.
36. My age when I first started learning English:
37. My level of English:

## **Answer Sheet**

1. Strongly Agree      Completely Disagree
2. Strongly Agree      Completely Disagree
3. Strongly Agree      Completely Disagree
4.  Very difficult  
 Difficult  
 Medium  
 Easy  
 Very easy
5. Strongly Agree      Completely Disagree
6. Strongly Agree      Completely Disagree
7. Strongly Agree      Completely Disagree
8. Strongly Agree      Completely Disagree
9. Strongly Agree      Completely Disagree
10. Strongly Agree      Completely Disagree
11. Strongly Agree      Completely Disagree
12. Strongly Agree      Completely Disagree
13. Strongly Agree      Completely Disagree
14. Strongly Agree      Completely Disagree
15.  Less than a year  
 1-2 years  
 2-3 years  
 3-5 years  
 You cannot learn a language one hour a day.
16. Strongly Agree      Completely Disagree
17. Strongly Agree      Completely Disagree
18. Strongly Agree      Completely Disagree
19. Strongly Agree      Completely Disagree
20. Strongly Agree      Completely Disagree
21. Strongly Agree      Completely Disagree
22. Strongly Agree      Completely Disagree

23. Strongly Agree      Completely Disagree
24. Strongly Agree      Completely Disagree
25. Strongly Agree      Completely Disagree
26. Strongly Agree      Completely Disagree
27. Strongly Agree      Completely Disagree
28. Strongly Agree      Completely Disagree
29. Strongly Agree      Completely Disagree
30. Strongly Agree      Completely Disagree
31. Strongly Agree      Completely Disagree
32. Strongly Agree      Completely Disagree
33. Strongly Agree      Completely Disagree
34. Strongly Agree      Completely Disagree
35. \_\_\_\_\_
36. \_\_\_\_\_
37.  Elementary
- Lower-Intermediate
  - Intermediate
  - Upper-Intermediate
  - Advanced
  - Fluent

Total

#	1	2	3	4	5	#	1	2	3	4	5
1	93	54	24	15	3	18	120	47	15	2	5
2	54	73	38	12	12	19	12	26	44	45	62
3	36	61	45	29	18	20	132	33	13	7	4
4	32	90	57	8	2	21	48	52	43	29	17
5	65	60	41	14	9	22	24	51	77	17	20
6	29	51	72	29	8	23	24	43	53	42	27
7	75	67	27	17	3	24	34	53	58	33	11
8	62	70	31	21	5	25	20	36	46	55	32
9	11	22	48	46	62	26	41	62	52	28	6
10	39	51	71	21	7	27	33	69	51	25	11
11	9	12	29	64	75	28	35	49	57	37	11
12	90	55	27	14	3	29	129	41	12	4	3
13	42	50	41	44	12	30	82	55	35	15	2
14	21	60	66	30	12	31	145	18	16	5	5
15	10	55	70	37	17	32	84	49	35	8	13
16	11	21	57	62	38	33	84	61	28	12	4
17	55	69	30	19	16	34	36	44	52	36	21
35	2 - 2	3 - 20	4 - 5	5 - 12	6 - 14	7 - 12	8 - 15	9 - 16	10 - 52	11 - 14	12 - 10
35	13 - 11	14 - 3	15 - 1	16 - 1							
36			4 - 1	5 - 2	6 - 1	7 - 11	8 - 17	9 - 14	10 - 66	11 - 22	12 - 11
36	13 - 10	14 - 24	15 - 3	16 - 4	17 - 1						
37	29	40	63	41	8	5					

Appendix 2



English Majors

Appendix 3

#	1	2	3	4	5	#	1	2	3	4	5
1	9	3	3	2	2	18	14	4	0	1	0
2	8	6	4	0	1	19	1	6	1	3	8
3	6	5	1	2	5	20	13	5	1	0	0
4	1	14	2	1	1	21	5	6	2	3	3
5	9	7	2	0	1	22	2	9	5	1	2
6	5	4	6	3	1	23	4	6	5	1	3
7	7	8	2	2	0	24	4	8	3	3	1
8	6	8	4	1	0	25	1	6	2	7	3
9	1	2	1	4	11	26	5	7	5	2	0
10	6	5	7	1	0	27	4	7	2	4	2
11	1	1	1	6	10	28	3	5	4	5	2
12	11	5	2	1	0	29	13	5	0	1	0
13	5	6	4	3	1	30	9	5	4	1	0
14	5	8	3	1	2	31	17	1	0	1	0
15	1	4	5	5	4	32	10	4	3	0	2
16	1	2	8	4	4	33	9	6	1	2	1
17	7	8	0	3	1	34	3	7	2	3	4
35	3 - 1	6 - 2	7 - 3	8 - 1		10 - 8		12 - 1		14 - 2	15 - 1
36	4 - 1	5 - 1	7 - 2		9 - 3	10 - 4	11 - 1	12 - 2	13 - 1	14 - 3	15 - 1
37	3	3	8	3	2	0					

English Minors 1

Appendix 4

#	1	2	3	4	5	#	1	2	3	4	5
1	11	7	4	3	0	18	15	8	2	0	0
2	4	15	4	1	1	19	2	2	10	6	5
3	6	10	4	4	1	20	17	4	2	2	0
4	4	12	9	0	0	21	9	6	7	3	0
5	7	9	7	1	1	22	1	4	11	5	4
6	0	9	9	6	1	23	1	9	6	5	4
7	9	7	6	3	0	24	5	6	11	3	0
8	3	10	7	5	0	25	2	3	4	12	4
9	1	1	3	8	12	26	5	11	6	3	0
10	3	8	9	5	0	27	5	9	7	4	0
11	0	1	7	11	6	28	4	6	9	3	3
12	12	8	3	2	0	29	16	8	1	0	0
13	4	10	7	3	1	30	12	6	7	0	0
14	3	9	9	3	1	31	22	2	1	0	0
15	0	7	8	3	7	32	14	8	2	1	0
16	0	2	10	9	4	33	8	9	5	3	0
17	5	6	10	2	2	34	5	3	11	5	1
35	5 - 2		7 - 3	8 - 2	9 - 4	10 - 2	11 - 4	12 - 2	13 - 5	14 - 1	
36			7 - 1			10 - 10	11 - 7	12 - 1	13 - 2	14 - 2	16 - 2
37	2	5	11	7	0	0					

English Minors 2

Appendix 5

#	1	2	3	4	5	#	1	2	3	4	5
1	20	10	1	2	0	18	23	10	0	0	0
2	13	10	7	2	1	19	2	5	13	8	5
3	5	12	7	8	1	20	25	4	2	1	1
4	2	17	12	2	0	21	8	11	5	6	3
5	15	9	3	4	2	22	6	10	14	2	1
6	5	13	11	3	1	23	0	8	9	12	4
7	12	17	2	2	0	24	6	6	12	7	2
8	9	15	4	4	1	25	5	6	12	6	4
9	3	3	7	10	10	26	6	14	11	2	0
10	7	10	14	2	0	27	4	17	6	5	1
11	1	2	4	14	12	28	3	6	16	8	0
12	16	10	3	3	1	29	23	7	3	0	0
13	6	10	7	7	3	30	13	10	6	4	0
14	2	14	11	5	1	31	24	3	5	1	0
15	1	10	11	8	3	32	13	11	4	3	2
16	0	4	9	16	4	33	16	8	8	1	0
17	6	17	5	3	2	34	6	3	12	6	6
35	3 - 7	4 - 1		6 - 3		8 - 3	9 - 4	10 - 5	11 - 5	12 - 1	13 - 3
36			7 - 5	8 - 3	9 - 4	10 - 12	11 - 3		13 - 3	14 - 2	
37	3	7	10	11	1	0					

Business Majors

Appendix 6

#	1	2	3	4	5	#	1	2	3	4	5
1	18	10	2	2	0	18	22	7	2	0	1
2	11	15	3	0	3	19	0	5	5	11	11
3	11	14	2	3	2	20	23	8	0	1	0
4	1	14	16	1	0	21	9	8	9	4	2
5	8	10	12	1	1	22	4	12	9	1	6
6	4	10	15	2	1	23	4	2	13	10	3
7	12	12	5	3	0	24	5	9	9	8	1
8	11	9	7	4	1	25	4	4	5	13	6
9	1	3	5	8	15	26	5	7	7	12	1
10	6	10	9	5	2	27	6	9	11	4	2
11	1	0	5	9	17	28	6	10	9	6	1
12	16	11	5	0	0	29	26	4	1	0	1
13	11	5	7	8	1	30	9	14	8	1	0
14	4	8	12	5	3	31	24	4	2	2	0
15	5	9	15	3	0	32	17	6	5	3	1
16	2	2	11	12	5	33	18	12	0	1	1
17	7	15	5	2	3	34	8	6	7	8	3
35	3 - 1	5 - 3	6 - 3	7 - 2	8 - 3	9 - 4	10 - 9	11 - 2	12 - 2	13 - 2	16 - 1
36	7 - 2	8 - 5	9 - 2	10 - 13	11 - 2	12 - 3		14 - 4			17 - 1
37	4	4	11	10	0	2					

Life Science Majors

Appendix 7

#	1	2	3	4	5	#	1	2	3	4	5
1	5	12	3	1	0	18	17	2	0	0	2
2	2	9	4	5	1	19	0	4	2	6	9
3	2	4	10	3	2	20	15	3	1	1	1
4	5	10	5	1	0	21	5	5	3	5	3
5	6	7	7	1	0	22	6	6	6	2	1
6	5	4	6	6	0	23	2	8	4	5	2
7	8	8	2	2	1	24	3	9	4	4	1
8	8	6	5	0	2	25	1	5	4	9	2
9	1	4	9	4	3	26	9	6	4	1	1
10	4	6	6	2	3	27	2	10	3	4	2
11	2	2	1	5	11	28	4	8	3	4	2
12	11	6	3	1	0	29	14	5	1	0	1
13	4	7	4	6	0	30	11	8	0	1	1
14	4	4	6	6	1	31	18	1	0	0	2
15	0	2	13	5	1	32	13	6	2	0	0
16	4	3	4	5	5	33	10	8	3	0	0
17	8	6	1	4	2	34	5	7	2	6	1
35	3 - 4	4 - 2	5 - 2			8 - 1	9 - 1	10 - 7		12 - 3	13 - 1
36	6 - 1		8 - 2	9 - 1	10 - 4	11 - 4	12 - 2		14 - 3	15 - 2	16 - 2
37	4	5	6	3	3	0					

Mass Communication Majors

#	1	2	3	4	5	#	1	2	3	4	5
1	16	6	8	4	1	18	15	10	9	0	1
2	7	10	13	3	2	19	4	3	10	7	11
3	2	10	11	6	6	20	23	6	4	1	1
4	15	12	8	0	0	21	7	9	11	7	1
5	10	14	6	3	2	22	4	4	19	5	3
6	5	6	14	8	2	23	6	4	12	6	7
7	15	10	7	2	1	24	5	9	15	3	3
8	17	12	2	4	0	25	4	7	12	4	8
9	1	4	16	7	7	26	6	10	12	5	2
10	7	6	16	4	2	27	6	8	18	2	1
11	2	4	9	12	8	28	4	8	12	9	2
12	10	10	10	3	2	29	17	10	6	2	0
13	4	6	8	13	4	30	16	8	5	6	0
14	1	8	17	7	2	31	20	6	7	1	1
15	1	12	11	10	1	32	8	7	14	1	5
16	2	6	9	6	12	33	14	8	8	4	1
17	9	9	8	5	4	34	4	10	14	4	3
35	3 - 4	4 - 1	5 - 4	6 - 3	7 - 4	8 - 1	9 - 2	10 - 14	11 - 2		
36				7 - 1	8 - 3	9 - 2	10 - 20	11 - 3	12 - 1	13 - 3	14 - 2
37	9	12	9	2	0	2					

Appendix 8

P.E. Majors

Appendix 9

#	1	2	3	4	5	#	1	2	3	4	5
1	14	6	3	1	0	18	14	6	2	1	1
2	9	8	3	1	3	19	3	1	3	4	13
3	4	6	10	3	1	20	16	3	3	1	1
4	4	11	5	3	1	21	5	7	6	1	5
5	10	4	4	4	2	22	1	6	13	1	3
6	5	5	11	1	2	23	7	6	4	3	4
7	12	5	3	3	1	24	6	6	4	5	3
8	8	10	2	3	1	25	3	5	7	4	5
9	3	5	7	5	4	26	5	7	7	3	2
10	6	6	10	2	0	27	6	9	4	2	3
11	2	2	2	7	11	28	11	6	4	2	1
12	14	5	1	4	0	29	20	2	0	1	1
13	8	6	4	4	2	30	12	4	5	2	1
14	2	9	8	3	2	31	20	1	1	0	2
15	2	11	7	3	1	32	9	7	5	0	3
16	2	2	6	10	4	33	9	10	3	1	1
17	13	8	1	0	2	34	5	8	4	4	3
35	2 - 2	3 - 3	4 - 1	5 - 1	6 - 3		8 - 4	9 - 1	10 - 7	11 - 1	12 - 1
36		5 - 1			8 - 4	9 - 2	10 - 3	11 - 2	12 - 2	13 - 1	14 - 8
37	4	4	8	5	2	1					