

MEQ #1: How do ants differ?

Before you begin to analyze your interpretation rendered, watch your recording one time through (without stopping)

1. identify two things you did well.
 - Putting my hands down to focus on good production of what I heard
 - Good use of on the spot classifiers
2. Overall, do you believe the following were **effective** or **ineffective**
 - a. Composure and delivery:
 - Composure was effective, delivery was alright on the parts included
 - b. Speaker tone and style:
 - Tone could have been better but still effective, style was fine
 - c. Register: Effective

**Due by Sunday, Sept.
15th @ 11:59 PM**

Bring a copy to class

Below is your MEQ self-analysis. Like Whose Line is it Anyway, the colors are made up and don't really matter. Pay attention to the linguistic element noted. If you achieved message equivalence, circle or highlight the number. If not, cross out the number. The areas with the beige are not scored, but still gloss that segment.

Source	Element	Points	Interpretation Rendered
So how do ants differ from each other?	Topic/Rh	1	HOW BUG #ANT DIFFERENT+++ HOW? Groups (set up)- diff how
This is an interesting question.			INTERESTING QUESTION (looking up to the side)

What about between species ants?	Topic/Rh	1	MAYBE DIFFERENT+++ KIND ANT
How are they different?			HOW DIFFERENT?
Because one thing you probably realize is that they're not all the same	Subject (ant) Contrasting	1 1	MAYBE NOT REALIZE NOT ALL SAME NOT (equivalence determined) "Ah I see" – Learners perspective (when understanding not all same)
We have outside, we have the bigger red ants or black ants, that if they sting you or they're not actually stinging, they're biting, they really hurt	Use of space – Compare/Contrast Aside/comment	1 1	MAYBE RED ANT (shift) BLACK ANT. RED CL: 1 (Sting) HURT (processing/intent realized) FEELS LIKE STING BUT REALLY BITE
And then you have the tiny, little black ones that you see in your house, that people call sugar ants, which actually are looking for sugar or water, the two things.	Space/reference Name Listing/identify	1 1 2	SEE TINY BLACK? FINE. HAVE 2 ANTS, SUGAR ANT (Shift) WATER ANT (processing) TINY BLACK ANT HOUSE (point) LOOK-IN NAMED SUGAR ANT, WHY? TEND SEARCH-FOR SUGAR OR WATER
The ways of life.			Full omission (processing) THEIR LIFE STEP-BY-STEP (going forward)
Some ants are carnivores, those big red ones that you see out there, the black ones, they're often carnivores.	Fingerspell Pair/sign	1 1	Full omission (processing) RED ANT BIG BLACK ANT SMALL, THOSE-TWO EAT MEAT
They're looking for other insects to eat or little dead animals they pick at. But they're basically looking for small insects, and they actually catch them.	Cohesion	1	BLACK ANT THERE SEE THERE "LOOK LIKE"- SEARCHING FOR 2h: EAT+++ SMALL BUGS OTHER WANT 2h: EAT+++ ANT LOOK-FOR SMALL BUG EAT OR BIG ANIMAL DEAD CL: Nibble

So, the foragers there are rather large, and they have very large pinchers, jaws.	Fingerspell Describe	1 1	HAVE CL: PINCERS LARGE CL: PINCERS (Semantic equivalence determined)
The little, smaller insects are often seed eaters or eat they eat seeds.	Topic CL/Description	1 1	BUG OTHER SMALL OFTEN TEND-TO EAT++ #NECTOR OTHER #SEEDS
They eat nectar , those little sugar ants that are in our houses, those are actually nectar eaters.	Fingerspelling Cohesion	1 1	Included above
The size of them can vary.	Cohesion	1	Full omission (processing) SIZE ANT VARY
The little black ones in our houses look very small, but there are ants that half or a third as big as them,	Number	1	HOUSE THERE ANTS FIND? BLACK TEND-TO (processing) Can resort to describing as small without specifics
so basically, a millimeter long, maybe two	Fingerspell	1	Full omission (processing) MM 1 or 2 (MM=millimeter)
and the largest ants are up to about an inch and a quarter long found in the in the tropics	Number Fingerspelling	1 1	LARGE MAYBE 1 “#ING” (inch) (processing/production) Can use mouth morpheme to show large in comparison for Ant if fingers open a few inches
You could take the tiniest ant and put it on the head of the largest ant, and it would be like us putting a little feather on their head.	Describe then do Cohesion	1 1	CAN LARGEST ANT SMALL ANT, SMALL ANT CAN CL: put on head LARGE ANT, SAME-AS CL: put on head SAME (equivalence determined/production) (Show size) CL: Head, (place on head) (shift) compare using body to humans
The other thing is that they differ by what work they do in some colonies, for instance,	Transition Topic	1 1	Full omission (processing) COLONY (point inside) WORK DIFFERENT+++

in in ants that harvest leaves, the leaf cutter ants that you've some maybe seen pictures of, they carry little round bits of leaves in their mouth that look like little flags as they walk along in the tropics those are found.	Fingerspell Describe then do	1 1	LEAF #CUTTER ANT HAVE LEAF CL: put on head (processing/intent realized) Can use pincers to show leaf between, then compare to flag
What they're actually doing is that they are building fungus gardens.	Fingerspelling	1	BUILD GARDEN #FUNGUS
They take, there are certain ants, big ones that cut the leaves they take them into the nest; the smaller ones chew the leaves up.	Use of space Describe then do	1 1	LEAF CL: nibble with mandibles CL: come together form ball, then grows HAVE PATHS++ CAN MOVE INSIDE Can add in that they drop the leaves off
Smaller ones still take little bits and put them into a garden, which is like a ball with lots of passages in it,			Included above and below
and the very smallest ants, which could be up to like a 10th as big as the ones that cut the leaves, those tiny little ants go inside this ball of sort of vegetable paste.	Number Comparison	1 1	SMALL ANT CAN CL: ball, CL: 1 navigate ball COLLECT++ #FUNGUS (processing/Short term memory)
They go inside there, and they harvest the fungus, which is like mushrooms,	Fingerspelling Comparison/cohesion	1 1	Included above (processing)
but basically, the, the, um thread of the fungus, they cut them and bring them out, and that's what the colony eats.	Topic Reference Cohesive ending	1 1 1	COLLECT CUT COLLECT GO COLONY CAN EAT (processing/production) Show them carrying it to home (like holding water in hands) then show drop off

Total Points		40	

Total points _____20_____ out of 40

[Grading: MEQ #1 = 40 points. The Self-Analysis = 60 points (30 for the glossing and 30 for the reflection, below)]

Overall, how would you describe the **cohesion** and **coherence** of your interpretation rendered?

(5 points)

For the parts that were interpreted, they had good substance and made sense for the most part. Some transitions

How did this interpretation differ from previous? How did you incorporate the feedback you received from the peer review?

(10 points)

I improved on putting my arms down at good moments and taking time to do active listening, I also practiced interpreting while standing up to improve on my arm resting skills on pauses.

What patterns did you notice in your work? Did you improve upon the use of the two features you discussed during the peer review?

(10 points)

Used a lot of unsure signs like MAYBE and TENDENCY, Also a lot of muscle memory kicked in when starting an incorrect sign which led me to sign something else following like LOOKS-LIKE. When hearing "Looks for food" I thought about the sign "looks like" and after doing the first sign I instantly did the second one before even realizing I had chosen the wrong sign, also when trying to fingerspell INCH after doing #IN my muscle memory took over and did G because #ING is a typical set of signs to do faster. I did improve on my classifiers a lot but active listening was lacking, I would take a chunk and focus on doing a good job on that, sometimes tuning out the speaker so I could focus on a good rendering of the chunk I processed. (REVISION): I tend to forget to use referents and set up space when discussing a topic for a long time and make assumptions everyone still knows what I am referring to when I am describing it. I also struggled to come up with classifiers that are not commonly used like "Ant walking" or "Pincers".

Identify two elements you want to discuss and work on with a language mentor during your next Language Session

(5 points)

- muscle memory and how to avoid getting stuck in a sequence of incorrect signs
- How to seem more confident of my sign choices and not throw in a lot of uncertainty
- Different possible classifiers to make the information easier/quicker to get out