Today's objectives:

- **Applying the feature model**
- **Describing segment classes**

Background preparation:

- Handout – Feature models
- Data set – Scottish English vowel length
- Handout – Feature charts (for practice)

0. Today's objectives

After today's class, you should be able to:

- Test models of segmental representation against phonology data sets to see how well they can **describe** and **predict** segment **classes**
- Use our **feature model** to describe and distinguish segments and segment classes
- Assign **feature values** to unfamiliar segments, given their **phonetic properties** but also their **segment-class behavior**

0. Course information

- **SC HW #1** is due **M Feb 2** by class time (12:20pm)
  - *If there is no class on Monday (!!!)*, I will extend the deadline to the next day class meets (W Feb 4?) by class time
- Reminder: DO NOT RELY ON the feature charts for your phonological analyses — use your knowledge of what **segment classes** each feature's job is to distinguish
- Any clarification questions about SC HW #1?

1. Warm-up

Discussion

Data set – Scottish English vowel length rule

- What does our analysis tell us about the liquids in this data set?

2. Check-in: Using features

Handout – List of phonological features in our model

- What do each of these features **do**?
  - Being able to answer this question is much more helpful than memorizing (or relying on) the feature charts handout

2. Check-in: Using features

Handout – Feature charts (for practice)

- This handout was created as a chance for you to practice applying your knowledge of features
  - These charts may help you with some of your phonological analyses
  - But don't rely on the charts — rely on your knowledge of what the features do

- Why do some of the features have "??" for some of the segments in these charts?

2. Check-in: Using features

Discussion

- Can the following consonant places be distinguished using our feature model? How / why not?

bilabial	palatal
labiodental	velar
dental	uvular
alveolar	glottal
postalveolar	

2. Check-in: Using features

Discussion

- Can the following consonant “manner” classes be distinguished using our feature model? How / why not?

oral stops	nasals
fricatives	liquids
affricates	glides

2. Check-in: Using features

Handout – Feature charts (for practice)

- Look at chart #2 on the first page
  - How can we get started figuring out feature values for these “non-quiz” consonants?
- Look at the vowel chart
  - Any questions or comments on features for vowels?
  - What are important points to watch out for with [±ATR]?

3. Using features to model contrasts

Data set: Inventories

- Can all of the segments in each set be **distinguished** from the others in the same language by our feature model? How **efficiently**?
  - Try some examples
  - Hint: Make a chart and look for segment classes as well as differences between segments