

## Today's objectives:

- **Understand model predictions**
- **Practice phonological argumentation**

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### *Background preparation:*

- Data set - Turkish
- Hall (2007) + reading guide

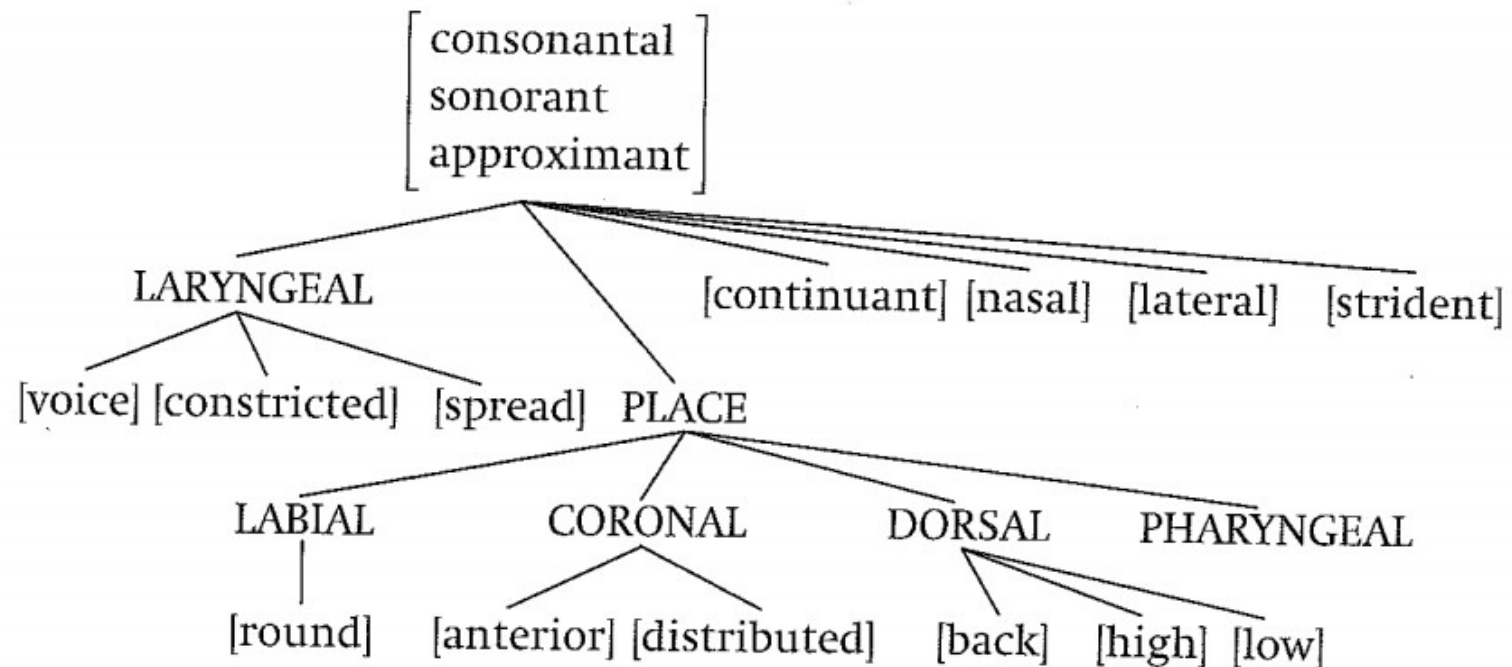
# 0. Today's key points

- Feature model(s) and phonological classes
  - Application to Turkish
- Practice with phonological argumentation
  - Stating claims
  - Supporting claims with evidence
- A look at Mielke (2005)

# 1. Applying a feature model

- Overview of the model that Hall (2007) presents  
Note that (most of) this model is not *original* with Hall!

(2) *A feature tree*



# 1. Applying a feature model

- Back to the alternating morphemes in Turkish
  - For each UR choice, what are we required to say the grammar is doing?
  - How do we decide which approach is more appealing?
  - How does using the vowel features from Hall's model influence this discussion?

## 2. Practice with phonological argumentation

- A look at the criteria for AA #1
- How could we apply these criteria to Turkish?

### 3. Mielke (2005): In-class discussion

- Key points
  - The proposal that features are “emergent” (learned from data)
  - The very useful distinction between
    - **Phonologically active** class
    - **Phonetically natural** class
    - **Featurally natural** class [**defined** better?]