

(J) Get Edumacated! (1/1)

J1.

| | Alan | Barbara | Chris |
|--------|--------------------|---------------------|--------------------|
| octet | (a) (F) OcamaTET | (b) (B) OCtemaTET | I dunno... |
| purple | (c) (A) PURpamaPLE | (d) (E) PURplemaPLE | (e) (G) PURRRmaPLE |
| tuba | (f) (C) TUbamaBA | TUbamaBA | (g) (D) TUUUmaBA |

J2.

| | Alan | Barbara | Chris |
|------------|------------------|------------------|---|
| antiseptic | (a) ANtimaSEptic | (b) ANtimaSEPTic | (c) ANtimaSEPTic |
| Canada | (d) CAnamaDA | (e) CAnamaDA | (f) CAnamaDA |
| feudalism | (g) FEUdamaLISm | FEUdamaLISm | (h) FEUdamaLISm |
| optics | (i) OPamaTICS | (j) OPTimaTICS | (k) I dunno; (OPPmaTICS also permitted) |
| party | PARtamaTY | (l) PARTymaTY | (m) PAARRmaTY |
| table | (n) TABamaBLE | (o) TAblemaBLE | (p) TAAmaBLE |
| water | (q) WAtamaTER | (r) WAtermaTER | WAAAmATER |

N.B. Some degree of variance from these answers is expected and permitted, especially regarding syllabification, stress, expressing length for Chris, etc. The important part is that Alan always tries to insert <a> and will fall back to a partial reduplicant <Ca> when necessary, Barbara reduplicates CV/CR/CL, and Chris lengthens.

Alan putting in an additional consonant before *-ama-* is a minor mistake, to be graded as a minor deduction or no deduction at all. Same with Barbara reduplicating a fuller syllable like TIC or TICS instead of just TI in “optics”.

J3. Various kinds of answers would be acceptable here; what we’re looking for is nontrivial insight into what might be going on rather than an answer according to what a phonologist might answer.

Nonetheless, a top-quality answer should probably bring up the idea that the respondents are trying to achieve contradictory goals, and that different respondents’ strategies here are prioritizing different goals. (Other top quality answers are possible, but I can’t anticipate what they might be.)

Points are available for observing that (a) there’s something contradictory/impossible/problematic about asking this for two-syllable words, (b) suggesting why this might be, (c) observing that the speakers are systematic in how they solve this, (d) describing what each speaker does, and (e) making an attempt at explaining why speakers strategies are differing.

