

Vowel sequences in colloquial Chilean Spanish

due Friday, 21 Oct. 2016

Data from Contreras 1969.¹

- I'm using ´ over a vowel to mark that it is primary-stressed, and ` for secondary stress. You don't have to account for one of the stresses becoming secondary when the two words are put together into a phrase.
- You can assume that [a] is [-back, -front]; or, if you prefer, you can assume that it is [0back] (no value for [back]).

Your job is to formulate an **OT analysis** of the changes and non-changes that happen when two words are put together.

Tips:

- There is definitely more than one analysis that is possible here!
 - People sometimes ask me how many constraints their solution should have. Well, not only does it depend on your analysis, it also depends on which candidates you consider. My analysis has 6 constraints, for what it's worth.
- I suggest you first come up with a full analysis for the data on the left, then modify it to accommodate the data on the right
- When there are two vowels underlyingly and one on the surface, it's up to you to determine the correspondence relation of the winning candidate.
- If two segments in an input both correspond to one segment in an output candidate (fusion), the faithfulness constraint that complains is called UNIFORMITY (McCarthy & Prince 1995)

¹ Contreras actually transcribes most of the sequences I'm transcribing VV as glide-V or V-glide. In my experience, it's hard to come up with objective criteria for whether a surface form is, say, [au] or [aw]. Also, an OT analysis is harder that way (or impossible? good paper topic!). Similarly for long vs. short vowels.

I'm suppressing irrelevant consonant allophony, and in a couple of cases Contreras gives another variant, which I'm suppressing.

<i>word 1 in isolation</i>	<i>word 2 in isolation</i>	<i>word1 + word2</i>		<i>word 1 in isolation</i>	<i>word 2 in isolation</i>	<i>word1 + word2</i>	
mi	amígo	miamígo	‘my friend’	komí	akí	komìakí	‘ate here’
tu	amígo	tuamígo	‘your friend’				
no	aprénde	noaprénde	‘doesn’t learn’				
lo	atáka	loatáka	‘attacks it’				
tódo	entéro	tòdoentéro	‘all together’				
kási	umáno	kàsiumáno	‘almost human’	komí	úna	komìúna	‘ate one’
				pedí	una kópa	pediunakópa	‘asked for a cup’
tu	inosénsia	tuinosénsia	‘your innocence’	tu	íxa	tuíxa	‘your daughter’
kása	umílde	kàsumílde	‘humble house’	la	únika	laúnika	‘the only one’
kása	ilústre	kàsilústre		la	íxa	laíxa	‘the daughter’
				está	interesádo	estàinteresádo	‘is interested’
káso	umáno	kàsumáno	‘human case’				
létfe	irbiénte	lètʃirbiénte	‘boiling milk’				
káso	ilústre	kàsoilústre	‘famous case’				
lo	importánte	loimportánte	‘the important thing’				
palábra	osáda	palàbraosáda	‘daring word’	está	okupádo	estàokupádo	‘is busy’
la	oportunidád	laoportunidád	‘the opportunity’				
				bendré	otra bés	bendrèotra bés	‘will come again’