Korlai Creole Portuguese

‘Ng ling’
Question 1

How does Korlai compare to the prototypical creole?
Question 2

In regards to creole genesis, to what extent does Korlai give evidence to the substrate hypothesis, imperfect L2 learning model, and the universalist approach?

*Keep in mind the universalist notion of semantic transparency, which has the following characteristics…*

- **Uniformity:** maximal uniformity of treatment of semantic categories, e.g. endocentric vs. exocentric compounds
- **Universality:** minimal reliance on rules or rule types that are highly language-particular
- **Simplicity:** minimal processing
I. Historical Background

A. Account of settler group
   • The Portuguese reached India in 1498.
   • Settled in Goa in 1510 (near Chaul)
   • Fort Morro
   • Left India in 1740 when the Marathas took over the Morro and other regions

B. Characterization of type of contact setting
   • **Fort Creole**: Abrupt creolization in 1520- Interethnic communication and marriage.
   • Korlai village: Villagers were lower caste Indian Christians isolated from other Indians because of social and religious barrier.
   • No contact with the Portuguese since 1740
Portuguese-based creoles

African
- Upper Guinea subgroup
- Gulf of Guinea subgroup

Asian
- Gauro-Portuguese (e.g. Daman CP, Nortelho CP, Bombay CP, Korlai CP)
- Dravido-Portuguese (e.g. Sri Lanka CP)
- Malayo-Portuguese (e.g. Malacca CP)
- Sino-Portuguese (e.g. Hong Kong CP)

Schuchardt (1889)
II. Sociolinguistic Background

• Chronology of language contact
  1510-1740: the portuguese, the chaul fort and the Morro (Korlai fort)
• A variety of Norteiro Portuguese 750-800 speakers (1998)

• Sociolinguistic variation
  • past: able to preserve creole due to isolation
  • Present: increasing Marathi influence

• Classification of the contact language
  • Portuguese-based creole
Subsequent Borrowing

- In 1916 Marathi became the medium for education.
- 1964 the Catholic Church adopted vernacular languages in church, i.e. Marathi in Catholic services.
III. Linguistic Structure
Phonology

- 8 oral vocalic phonemes, same as MP
  - /i, e, ɛ, a, ə, ɔ, ɔ, u/
- 5 nasal vocalic phonemes
  - /ɨ, ẽ, ã, õ, ū/ mid lax being nasalized (tense in MP)
- Stress closer to Marathi
- Schwa epenthesis rule - Marathi influence
- 22 consonantal phonemes (not counting loan words)
  - MP - 24, Marathi 34
- Presence of retroflex (not in MP)
Lexicon

• Over 88% of core vocabulary comes from Portuguese
• English/Marathi terms for numbers, months, and days of the week
• Reduplication, e.g. kume bime ‘to eat and all’ - similar to Marathi
• Multi-functional su with developments parallel to Marathi
Paradigm Samples

   father said all then girl opened door
   ‘The father-in-law gave her everything [the code signs], then
   the girl opened the door.’

2. Teru tə kata katig.
   Teru PRES-HAB sing song
   ‘Teru sings a/the song.’
Paradigm Structure

- Habitual-progressive distinction in present and past - absent in both MP and Marathi
- Familiar and formal 2nd person (in both)
- Had Preposed present continuous te and simple past ja as functional TMA markers. MP preposed and Marathi postposed auxiliaries
- Nouns nor adjectives are not marked for number or gender - both MP & Marathi do this
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Syntax

- Changing from SVO to SOV word order, MP - SVO and Marathi SOV
- Widespread use of prepositions and postpositions though few borrowings from Marathi - Marathi postposition and MP preposition, e.g. 2 genitive word orders
- In situ wh-questions - MP had movement and Marathi in-situ questions wh-questions
Syntax Sample

April məhina alaki ukdəyə ləgtə
April month come-when get-hot begins

When April comes, it starts getting hot

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Postposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bash</td>
<td>alb</td>
</tr>
<tr>
<td>below</td>
<td>tree</td>
</tr>
<tr>
<td>2. *pert</td>
<td>kadz</td>
</tr>
<tr>
<td>near</td>
<td>house</td>
</tr>
</tbody>
</table>
Questions

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3. Simplicity: minimal processing
Bibliography


Rickford, John R. Standard and Non-Standard Language Attitudes in a Creole Continuum. [S.l.]: Published for the Society for Caribbean Linguistics by the School of Education, University of the West Indies, 1983.