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REVIVAL OF THE MUSCOGEE CREEK LANGUAGE THROUGH THE  
DEVELOPMENT OF AN INDIGENOUS LANGUAGE INTEREST GROUP

By

Tomasina Chupco Gilliam, B.S., M.S.

A Dissertation in Practice

Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of

Education in Educational Leadership

Lynn University Ross College of Education

Lynn University

2019

**LYNN UNIVERSITY**  
**APPROVAL OF DISSERTATION IN PRACTICE**

Revival of the Muscogee Creek Language Through the Development of an Indigenous  
Language Interest Group

By

Tomasina Chupco Gilliam, B.S., M.S.

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**ABSTRACT**

The Revival of the Muscogee Creek Language through the Development of an Indigenous Language Interest Group.

This dissertation discusses the revival of the Muscogee Creek Language through the Development of an Indigenous Language Interest Group. This dissertation examined the various factors contributing to the decline of the Muskogee Creek Language. In addition, this dissertation also addressed the factors that have not been previously discussed, regarding this matter. The dissertation had a positive view of the language and the problems of the slow extinction associated with it. The dissertation also addressed the effect of the language on the people. The research focused on the people who use the language, which included young adults and elders of the community. A case study focus group design was implemented to explore the revival of the Muscogee Creek Language with a cross generational group of speakers. Two focus groups were completed. Key themes derived included existing resources and parent-child relationships. Recommendations for revitalization of the Muscogee Language included: Furthering studies that will focus on extinction in a specific generation and revitalization programs could improve existing literature.

## ACKNOWLEDGEMENT

This specific research provides an opportunity to gain knowledge, to complete the research in a specified manner, and to develop my research skills. The title of this research is, *The Revival of the Muscogee Creek Language through the Development of an Indigenous Language Interest Group*. I have gained knowledge on this specific topic from the very early stage of this research until the end of this dissertation, which gives me joy for achieving my goal.

I would like to thank my chair, my committee, and the language experts as well. I would not have succeeded in the research without their extensive support. I would also like to give special thanks to my cohort for their extended support and encouragement.

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## CHAPTER I: INTRODUCTION

This chapter discusses the background of the research study. At present, the Muscogee Creek language is near extinction. Therefore, this research aims to provide measures to preserve the Muscogee Creek Language in the United States, particularly in the region of Florida. The chapter also discusses the rationale of the study, including a description of past and present issues. In addition, there is also a discussion of the purpose of the study, the significance of the study, and the problem statement. Finally, I also address research questions, aims, and objectives.

### 1.2 Background of the Study

The research topic is the Revival of Muscogee Creek Language through the Development of an Indigenous Language Interest Group. The Muscogee community is comprised of native people that belong to the region of North America and are mainly tribal people (Bradley & Bradley, 2013). Along with that, the Muscogee population included indigenous people of the Southeastern Woodlands. However, during the 1830s, a majority of the Muscogee population were forcefully relocated from their native land, which led some to flee to European regions. A majority of the Muscogee community came to Florida between 1767 and 1781. In compliance with the Creek Confederacy, the Muscogee came in closer contact with them. Carew-Miller (2014) states that the Muscogee people are considered the first and foremost natives of America. The close contact between the Muscogee people and the Creek Confederacy gave rise to the introduction of a new language, which is known as the Muscogee Creek Language (Cain, 2016).

However, the Muscogee Creek Language is currently facing extinction and is diminishing in the region of Florida in North America. Haas, Hill, and Martin (2015) state that, during the early 1880s, political turmoil and unrest resulted in the migration of the Muscogee people from

their native region of Alabama. As a result, the Muscogee people were divided. This led to a reduction in the number of Muscogee people in the region, leading to a decline in the use of the Muscogee Creek Language. The rapid urbanization of North America and the wider use of the English language by Native American people are also contributors to the slow extinction of the Muscogee Creek Language in Florida.

### **1.3 Rationale of the Study**

At present, a very small number of people are well acquainted with the Muscogee Language and nearly 70% of the Muscogee people, have fled to different regions of the United States. The population of the Muscogee people has resulted in the continuous decline of the Muscogee Creek Language (Koons, 2016).

There had been much political unrest in America since the late 18th century and early 19th century. According to Palmer (2014), the American Civil War, which occurred during the 1880s, was the first reason for the disruption of the population of Muscogee people in North America. The death of many Muscogee people during the war meant that the number of Muscogee people speaking Creek language also began to diminish. The forceful relocation of the Muscogee people served as an important factor for the extinction of the language. Many of the people fled to European controlled locations, where the native Creek language was not prevalent, and the indigenous people were forced to speak English. According to Serme (2015), the migration of the Muscogee people to Florida occurred because of the American Civil War. Therefore, the spreading of the Muscogee people to various parts of the United States was a major reason that contributed to the gradual decline of the Muscogee Creek Language in North America.

Presently, the urbanization is flourishing in America. As a result, it is becoming difficult for the indigenous people in America to keep up with the urbanized culture. According to Arredondo, Rosado, and Satterfield (2016), a majority of the indigenous people fled to various parts of the United States. Therefore, the population of the Muscogee people in different corners of the United States is also contributing to the extinction of the language. In addition, the current political landscape in America is a factor since few are developing programs for the preservation of the indigenous population. Moreover, Bradley (2013) said the problem of language diversity stems from the fact that a majority of the people of America are not acquainted with ethnic languages, such as Muscogee Creek Language, due to the predominance of the English language in America. Conger, Reeb, and Chan (2016) argue that intermarriage is a factor that contributes to language diversity. Another major factor that adds to the movement of extinction of the Muscogee Creek Language is the lack of indigenous people who are familiar with the language and would be able to teach the Muscogee Creek Language to their children (Conger, Reeb, and Chan, 2016).

The above current research identifies different factors, which would assist in the revival of the Muscogee Creek Language among the people of North America between the ages of 18 and 25. The research concentrates on the evaluation of the emergent causes of the potential extinction of the Muscogee Creek Language and aims to provide possible measures for the revival of the Muscogee Creek Language in Florida.

#### **1.4 Problem Statement**

According to Davis (2015), the Muscogee Creek Language is heading towards gradual extinction and, in addition, seems to be progressively diminishing in the region of Florida in North America. During the early 1880s, political turmoil and unrest occurred in America, such

as the Civil War, which resulted in an exodus of the Muscogee people fleeing from their native region of Alabama. Eastman (2014) suggested this led to a decrease in the number of Muscogee people in the region and, subsequently, the use of the Muscogee Creek Language began to decline. Currently, the rapid urbanization of North America and the wider use of the English language by the American people are the major causes contributing to the extinction of the Muscogee Creek Language from Florida.

### **1.5 Purpose of the Study**

Programs, which target adults of native descent between the ages of 18 and 25, need to evolve to protect the culture and revival of the Muscogee Creek Language. Therefore, the purpose of this study was to develop a group, which would consist of a group of people, interested in the Muscogee Creek Language, who may work towards the revival of the language in the region. The research also addressed the factors that may have caused the extinction of the language. Examination of these issues may help in providing mitigating measures to address the problem.

In addition, an evaluation of people's interest in the Muscogee Creek Language is also proposed in this research to develop a model that may assist in cultivating native languages among the different sects of people. Furthermore, an assessment of the decline of the language in Florida may assist in understanding how individuals have experienced these issues. This may assist in the increased use of the Muscogee Creek Language and the revival of the Muscogee Creek culture.

### **1.6 Scope of the Study**

This study seeks to assist in the revival of the Muscogee Creek Language in Florida. The study is important because it seeks to develop a group aimed at preserving the Muscogee Creek

Language and culture amongst this group of people. Moreover, there is also an assessment of the prevalence of the issue at the current time. Therefore, this research may serve as an important model for people dealing with various issues that are common amongst different ethnic and minority groups. Developing good relationships with individuals who teach the Muscogee Creek Language is critical in fulfilling the objectives of this research. This may maximize the spread of the language and the revival of the Muscogee Creek Language among people in an expedient way. Therefore, the research paper may assist in mitigating those issues that contribute to the decline of the Muscogee Creek Language.

### **1.7 Essence of the Study**

This study is significant since it may assist in the conservation of Native American culture through the development of an interest group where young adults are paired with each other to work towards building their language skills. The research added to the body of knowledge of the decline of culture and language and may support the development of an interest group driven by individuals interested in the revival of the Muscogee Creek Language and preservation of its culture in Florida. In addition, the study may assist in mitigating sources of the problem. Moreover, understanding the interests of the people involved in this research process may also be significant and may help the problem.

There is also an assessment of the decline of the language in Florida, which may help in understanding the effect on the population. Establishing strong relations with the people who are engaged in teaching native languages to people is significant and may help in the revival of the Muscogee Creek Language.

### **1.8 The Revival of the Language with the Application of the Native Language Magnet Theory**

The Native Language Magnet Theory (Kuhl, 2008) has been selected because it provides the different steps on which the procedures for the revival and restoration of the Muscogee Language can be understood. According to Bradley and Bradley (2013), the Theory of Native Language Magnet is the culmination of endangered native languages from the different corners of the earth. The steps included in the Theory of Native Language Magnet are based on several social factors, one of which is that socialization is one of the key factors in the process of language revival. The steps that are included, at the very least, establishing a social relationship with the people in the society. This would greatly contribute to the development of their language skills. In the second step, the younger people would develop a relationship with the elder people. Finally, the restoration process takes place with the help of the professionals assisted with the teaching of the native languages.

According to Carew-Miller (2014), social interaction with different people belonging to the same society plays a major role for children and adolescents to learn many aspects about the language. Therefore, at the very beginning, the Muscogee people can take the initiative to develop a social relationship with the young people in the society. This would contribute greatly to knowledge gathering about the language, as well as the culture of the Muscogee people. In addition, it would be beneficial for children and young people to participate in the learning process with ease. Therefore, in accordance with the aforementioned theory, the restoration process of the Creek Language emerged by allowing the children and the young people to participate in the process, which would drive social interaction and contribute to the acquisition of knowledge about the culture and its vocabulary as well (Veneziano, 2014). There should be adequate feedback and reinforcement by the elder Muscogee people as part of the restoration of the Muscogee Creek Language.

Haas, Hill, and Martin (2015) state that the second step of the Native Language Magnet Theory is the process of knowledge derivation from the source. The establishment of a close relationship between the children with the elder people aids this process. The main purpose of this is to gather the maximum knowledge of the language, as the elder people are knowledgeable about the various aspects. In compliance with this, the focus will be on the establishment of a strong relationship between the elders and younger generation of the Muscogee people. The application of this theory is accompanied by focus on the elder Muscogee people owing to sharing the knowledge on of the native language. Various audio and visual programs can also be created, as that would help pass on knowledge from the elder people to the people aged between 18 and 25. This would have a positive impact on the younger people and would assist in the restoration of the Muscogee Creek Language in Oklahoma and Florida (mcn-nsn.gov, 2017).

As stated by Jackson (2013), the third step of the Native Language Magnet Theory includes the connected learning procedure of people who are willing to learn the language. Therefore, this step focuses on learning the language from teaching professionals of the Muscogee Creek Language. The development of a good relationship between teachers of the Creek Language and students will occur because the teachers are well apprised of the various aspects of the language. However, in order to accomplish the goal, the teaching professionals must be provided with adequate resources to support the teaching process and they should be given ample time to prepare lessons for the learners. This would help in the restoration of the endangered language (Veneziano, 2014).



### 1.8 Definition of Key Terms

- *Revival of the Muscogee Creek Language*: This involves efforts to avoid the decline and extinction of the Muscogee Creek Language. This study proposes various steps to help in this process.
- *Language Interest Group*: The development of a language group program involves the creation of a unified group of individuals with similar interests who seek to promote widespread use of the Muscogee Creek Language.
- *Development of an indigenous language*: This refers to initiating the spread of an indigenous language. It also involves creating a sense of awareness among the people regarding the importance of indigenous language in a nation.

### 1.10 Research Questions

The research questions are:

1. What meaning does language extinction have on the Creek culture?
2. What factors have led to the loss of the Muscogee Creek Language in Florida?
3. What factors have do you think contributed to good relationships between instructors of the Muscogee Creek Language and their Native American students?

### 1.11 Assumptions

In the research, the language interest group will target adults between the ages of 18-25 and 60-80. The first assumption of this paper is that there is a lack of interest in learning the Muscogee Creek Language by the people aged between 18-25. Therefore, the target audience for this research is set between the 18-25 age group and the elders who know the Creek language fluently in order to develop their interests in reviving the language. The second assumption is

that there is a vast use of the language among the elder age group and they will be willing to teach the language to the younger age group. The basis of this assumption is the idea that the elders possess wider knowledge of various aspects of the language. The third assumption is that language development programs have a positive effect on people and they support the revival of the Muscogee Creek Language. A final assumption is that almost 2% of the Native Americans speak the Creek language.

### **1.12 Summary**

This chapter has discussed the aims, objectives, and research questions, as well as the development of language interest group, to support the revival of the Muscogee Language and the construction of a good relationship with the teaching professionals associated with Native language. The most important factors to support the restoration of the Muscogee Creek Language are to develop relationships with the elders of the community who are well acquainted with the culture and the language. The concern is the extinction of the Muscogee Creek Language in Florida, which has occurred because of economic, social, and political change in North America. The main purpose of the research is to find an effective way to support the revival of Muscogee Creek Language, which would help establish indigenous languages in Florida, as well as in North America. In designing this research project, some assumptions have been made, such as that people aged between 18 and 25 show less interest learning the language, elder people have greater knowledge of the language, and approximately 2% of the people of North America can speak the Creek language.

## CHAPTER II: LITERATURE REVIEW

To assess whether the revival of Muscogee Creek Language and culture is possible, there is a need to examine its origins, the various activities that they performed among other factors that influenced it from a historical perspective. Therefore, the study relied on the contributions of different historical sources to explore the revival of Muscogee Creek Language and culture. Some of the sources include the creeks and the southerners, Creeks and Seminoles, Deerskins and Duffels, A New Order of Things, The Black Seminoles, Osceola's Legacy, The Tree That Bends, and Creek Country each presented by different authors. Each of them is examined as follows.

### **Creeks and Southerners**

According to Frank (2005), the pre-removal history in Georgia, Florida, and Alabama constituted of Creek Indians who welcomed countless African, native and European outsiders into their humble villages as spouses, whereas others were adopted into their families. A common language was adopted, and there were also strict rules set to govern the Creek society and failure to abide by it resulted in rejection from the community. However, the constant incorporation of outsiders into their villages resulted in a struggle for the Creeks to maintain a sense of who they were or what they believed in (Frank, 2005).

In the 19<sup>th</sup> century, new ideas concerning different races emerged. This resulted in the regulation of the intermarriage between the Creeks and the African Americans, hence an uneasy coexistence between families and villages, because most members had multiple identities (Frank, 2005). It was the arrival of the European Americans that lead to a geopolitical ramification that saw the Indians passively watch their descendants perishing and their communities collapsing.

Since they introduced deadly pathogens that caused soil epidemics and measles, the Creek chiefdoms have not been explain fully (Frank, 2005).

### **Creeks and Seminoles**

In the 18<sup>th</sup> century, Seminoles/ Muscogulges referred to the Southeastern Indians who had developed a new culture (Wright, 1986). A culture and economy that reflected on their Mississippian heritage, such as commercial hunting which was a means of survival for many Creeks and Seminoles. In 1663, after Spain lost Florida and France relinquished Louisiana, British got the control of all territories surrounding the Creek nation, therefore submitting the Muscogulges to the dependence of the "white man." The British then exploited the Muscogulge people and made them commercial hunters. A practice that altered with all aspects of the Seminoles lives permanently. The term Seminoles is a Spanish word meaning wild and untamed (Wright, 1986). It was used to refer to the hostile non-white Indians and Africans who contested with the Spanians.

Wright presents a precise study of the Muscogles and Muscogee nations that is the Seminoles and the Creeks in the era of colonization (Wright, 1986). Ethnically and culturally the two tribes differed significantly although Europeans categorized them as Creeks and Seminoles.

The Muscogugle speaking Creeks and the Seminoles were one people and could have probably remained the same had there been no interference by the European or Anglo-Americans (Wright, 1986).

### **Deerskins and Duffels**

The geographic and ethnic diversity of the Creeks enabled them to play a double role in a trade opened by a South Carolina trading company. In this case, they both assumed the roles of participants as well as beneficiaries in the business. This trade attracted an increased number of

participants from near and far (Braund, 1996). The government and social traditions were also changed to accommodate an exchange economy that allowed the Creeks to play the role of a producer and a consumer at the same time.

In 1974, Alexander MC Gillivray wrote that “Indians will attach themselves to and serve them best who supply their necessities.” Braund believes that Europeans and Indians both prospered as they adopted the styles and interests of each other (Braund, 1996). The trade featured an exchange of slaves and deerskins to English tanners for weapons such as guns, tools, clothing and utensils, commodities which the Creeks valued, and which bought the Creeks with to the reality of technology.

Braund (1996) believes that the Creeks were loyal participants in the trade with the English of Georgia, a trade that defined peace and good political relations. This was before economic dependence that threatened the political economy of the Native Americans. Creek men and women had gender-specific work patterns. The deerskin trade was the economic lifeblood of the Creeks after European contact. The men were responsible for construction, warfare, and hunting, whereas the women were meant to cultivate, raise families, manufacture clothes and household items (Braund, 1996). The British administered trade and trade regulations that were vital to ensure no pollution in the society. This means that there were seasons where the males were separated from the females, to avoid sinfulness or pollution before the performance of rituals such as warfare (Braund, 1996).

### **A New Order of Things**

In the 18<sup>th</sup> century, residents of Georgia and Florida witnessed a strange development on the lands they hunted on. The people known to Native Americans as purchasers of deerskins and war captives began using slaves to perform their tasks for them (Saunt, 1999). Although the

southerners could employ forced labor, slavery was unheard of thing. Claudia Saunt seeks to explain a new order of things in the present day Alabama, Florida, and Georgia. An order characterized by a racial hierarchy, private property such as land and a centralized, hierarchical power, an innovation that destroyed the social fabric of the Creeks and the Seminoles. This led to the changing definitions of Creek identity, the emergence of slavery, the Redstick wars that led to hundreds of deaths, development of racial categories and a change in relations between the Creek men and women

This ultimately forced the Creeks to turn over their judicial and political authority, which traditionally belonged to the clans, to a small number of elected leaders (Saunt, 1999). Claudio Saunt depicts a transformation that overturned the world of the influential Creek Indians. As the Creeks amassed wealth in cattle and slaves, new property fostered a new possessiveness and government by coercion, breeding confrontation (Saunt, 1999). This transformation resulted in deep divisions between the wealthy and poor, powerful and powerless.

### **Osceola's Legacy**

Osceola was a Seminole Indian and a passionate warrior born in Alabama by Polly Copinger his mother of Creek origin and an English trader named William Powell. By the time of his birth, many Creeks were Mixed-blood Indian/African/English/Scottish, and the English language was slowly gaining popularity (Wickman, 2006). Osceola's maternal grandfather, a Scotsman named James McQueen was a highly influential Creek and his grandmother Nancy, a half-blood, made Osceola barely recognizable as Indian. He was born in an era where Anglo-American whites were making significant and cultural impacts on the lower Southeast Indians. However many of his own family rebelled the whites (Wickman, 2006). This resulted in him growing up between two cultures.

After the death of his great-grandfather, power was passed down to his Grandfather Peter McQueen, who was the most politically active member. His grandfather was responsible for the uprising of war meant to kill the whites or push them out of their territories (Wickman, 2006).

During traditional rites of passage, as Osceola was going through manhood, he was prepared for his role as a warrior and apprenticed to one of the most potent medical practitioners. His life as a warrior was full of courage and determination. As a war leader, he had a passion and commitment to free his Creek people, thus capturing the interest of his white adversaries (Wickman, 2006).

Osceola desired that his body should be returned to his home at Florida, a desire that the U.S military ignored by burying him at Fort Moultrie (Wickman, 2006). Nevertheless, he was buried in a visible location. Contrary to the traditions of the Maskókî (Creek) and Seminole that would have taken him to a distant and secluded spot (Wickman, 2006).

### **The Tree That Bends**

This is an unveiling of the flexibility of the Maskoki tribe, and their common ways that enabled them to survive the pressures that come along with mingling with other tribes (Wickman, 1999). It seems their world was capable of incorporating the new without disturbing the old. Wickman believes that the Osceola story began when the Native Americans who were Osceola's ancestors, who began viewing themselves as depicted in the expectations of an unethical people (Wickman, 1999). This was after the first Europeans infiltrated the Southeast of the North American continent.

Through research on both sides of the Atlantic and oral history interviews among the Seminoles of Florida, Wickman (25) describes the Creek, Seminole, and Miccosukee (Maskoki) people, as descendants of the Mississippian heritage (Wickman, 1999). Her work exposes the

rhetoric of conquest, replacing it with the rhetoric of survival. The Maskoki people through their social and cultural beliefs had flexible survival mechanisms (Wickman, 1999). The Maskokalgi had a cosmogony that was viable and successful for them and contained important mechanisms that enabled them to cope and adapt to externalities. The descendants of Maskoki people are surviving today as a discrete and coherent cultural entity (Wickman, 1999).

### **The Black Seminoles**

Kenneth's (1996) study relates to the escapes of African slaves in the American Southeast into Florida where they found refuge among the locals. They then intermarried with the Creeks tribes and created an African and Native American culture. Both the Creeks and the Seminoles took slaves, as did many other Native American tribes. Kenneth (1996), revolves around the life of a mixed-blood Seminole, John Horse, whose father was a tribesman and mother an escaped slave (Kenneth 1996). Born in the 18<sup>th</sup> century, his early memories recall the war with the United States (Kenneth 1996). This was when Andrew Jackson, was the commander of the troops that fought against the Creeks who were under Red Stick's leadership. John led the Seminole forces during the Second Seminole War and fought at Okeechobee. John understood that the American army had two objectives, which were: forcing the natives to move to the west of the Mississippi into the Indian Territory, and re-enslaving African Americans living among the tribes. This made him fight even harder (Kenneth 1996).

John eventually surrendered after being promised that he and the Seminoles would be allowed to relocate to the west. He continued to fight the U.S army until 1837 when he was sent to the Indian Territory (Kenneth 1996). Despite having a postwar career with the Army as a scout, John in the 1850s led a group of Seminoles to Mexico to escape the Americans, only to



return after slavery ended, with most of his fellow Seminoles to Texas and served again as an Army scout (Kenneth 1996).

### **Creek Country**

According to Ethridge (2004), many of the Creek groups were formed by remnants of Mississippian chiefdoms that joined after contact between the indigenous populations of North America. The Creek Indians lived in matrilineal compounds that were shared members of a matriline in which women performed agricultural tasks whereas men were hunters. There were households with (Ethridge, 2004).

Creek women married to white husbands, and the Metis children of such unions engaged in large plantation style agriculture, as well as owning African-descended slaves. However, the economic activities in which the Creek Indians participated in, depended on the landscape of their environment (Ethridge, 2004). Throughout the 19<sup>th</sup> century, the government made several attempts to diversify the indigenous population. This led to a radical change in Creek gender roles as the men were forced to perform agricultural tasks, and give up their hunting ways (Ethridge, 2004).

The Creeks had been under the British administration were used to peace treaties, and a barter trade system. However, they were forced to adapt to the evolving treaty system that introduced a monetary mode of payment (Ethridge, 2004). Annuities and cash payments were the legally acceptable mode of payments for land. Creeks were also to evolve from their traditional hunting ways to fit into the global economic system (Ethridge, 2004).

### **2.5 Muscogee Creek Language Program with the Help of Muskogee**

In order to encourage the revival and preservation of the Muscogee Creek Language, the importance of a language development interest group became critical and much attention had

been given to that fact in the chosen scenario. As indicated above, the implementation of a program such as the Mvskoke Language program offers opportunities (Moore, 2014). In the opinion of Fitzgerald and Hinson (2016), the Mvskoke language program works primarily for the revival of the Muscogee Creek Language by creating a distinct relationship between the elder Muscogee people and both the adults and children. In this program, the focus is on the role of the elder Muscogee people, with their immense knowledge of the indigenous language. The elders are critical to this program since they are well equipped with the various aspects and nuances of the indigenous language.

Davis (2016) states that, at the onset of the language program, the goal is to make adults and children aware of the importance of learning the culture and language. Moreover, various other programs are also arranged so that the adults and the children come in close contact with the language to develop a sense of urgency of learning. Gillispie (2016) put forward that the principal aim of this language program is the development of a close relationship between the elder and younger people so that they become well acquainted with several cultures of the people and will deepen their knowledge of the language.

Audio and visual programs are implemented under this language program to spread language use among the younger group of people. In addition, attention is paid to collaboration with other tribal people to bring a sense of unity among all groups and establish a strong base of people who speak the Muscogee Creek language. This would help in the revival of the language in the upcoming generation by creating a sense of importance among the people. A review of the curriculum of the Muscogee Creek Language at regular intervals is also an important part of the language program (Warren, 2015). The extension of the language program has reached different

schools and where the steps of the language program are applied to the students, a strong base for the Muscogee Creek Language has been made (mcn-nsn.gov, 2017).

## **2.6 Muscogee Creek Language Cultures**

The Creek language is the primary language of the Muskogean family and is comprised of several linguistic families: the Chickasaw, Choctaw, Alabama, Hitchiti-Mikasuki, and Koasati (Foster, 2017). The Apalachee also falls under the category of the Muscogee society. Treat (2017) stated that Muscogee and Apalachee are spoken but written differently, even though they belong to the same parent language. This is mainly due to the Muscogee Creek Language, a language of business and diplomacy, is a consistent language for a majority of tribes belonging to the native region of America and particularly Oklahoma and Florida (Wiley, 2016).

According to Pickering and Garrod (2013), there were some changes in the structure of the Muscogee Creek Language during the early 1600s, due to the arrival of the Spanish to the Native American region. The inclusion demanded by the Muscogee people, from the English vocabulary is clear evidence that the Muscogee people wanted to constitute a culture, which would help in the restoration of the Muscogee Creek Language. However, the effects of the English vocabulary were minimal and the Muscogee Peoples were able to overcome the consequences at a very early stage since the primary language was the Creek Language. Imai and Kita (2014) stated in their report that the original homeland of the Muscogee people was Alabama and Georgia; however, due to political unrest in parts of America, they were forced to move to Oklahoma and Florida.

The fear of the endangerment of the Muscogee Creek Language among the natives of North America was the main reason for the development of the culture of Muscogee people. Therefore, the people involved with the culture were aware of the importance of learning the

language and the dedication get involved in the learning process. Dingemanse, Blasi, Lupyan, Christiansen, and Monaghan (2015) state that the culture of the Muscogee people are wide and varied, and they come together to learn the language and the culture of the people because of a common goal and passion.

According to Ellis, Donnell, and Römer (2013), the development of several programs has contributed to the restoration of the Muscogee Creek Language. The programs include certain positive aspects, which gained attention from the people. Over the course of several seminars, the people also got a clear idea of possible steps to adopt to revive the Muscogee Creek Language. Amendments are made to the curriculum at regular intervals to improve the contents in the process of the reclamation of the Muscogee Creek Language among the native people of Florida (mcn-nsn.gov, 2017).

The development of lessons and materials for teaching the younger age group has been fully utilized. Historical background on the decline of the language is also included in the programs. The program aims to improve efficacy in reading, writing, understanding, and speaking the language with ease (Sinclair, 2014). Therefore, in order to accomplish this goal of reviving the language, there was a restructuring of the Muscogee Creek Language in order to make it clearer for the people. Attention was also given to teaching methods and techniques as well (Gervain, 2015). The instructors were provided with ample resources to support their teaching process and are given abundant time to search and provide the best information to the learners. This would help in the effective restoration of the nearly extinct.

The monitoring and the evaluation process also would play a major role in the restoration program (Jablonka, 2017). This helps identify gaps in the learning process and provides information for bridging the gaps in the process. The program includes oral and written

traditions, which are shared with every elder associated with the language program. Fitzgerald and Hinson (2016) observed in their study that the entry of the Spanish vocabularies during mid 1500s was a major reason for some of the changes that occurred in the language and vocabulary of the Muscogee Creek Language and caused it to go through a major revision.

## **2.7 The Revival of the Language with the Application of the Theory of Language**

### **Acquisition**

The Theory of Language Acquisition (Piaget, 1970) has been chosen as the theoretical framework because it provides clear information on the different steps by which language can be derived and acquired. According to Moore (2014), the three basic steps included in the Theory of Language Acquisition are Social Interactionism (Vygotsky, 1978), Relational Frame Theory (Hayes, 2001), and Emergentism (Treat, 2017). The steps would help in the gathering of detailed information and would provide a strong base for the restoration of the Muscogee Creek Language to take place.

**2.7.2 Social interactionism.** According to Vygotsky (1978), social interactionism theory suggests that one of the major tools of learning a language is through social connections with several people that occur at regular intervals (Davis, 2016). In this process, children and young adults interact with older people who have immense knowledge about the language. The purpose is to increase knowledge of various aspects of the language. Gillispie (2016) asserts that this approach rests on feedback and reinforcement so the child is instructed frequently and/or corrected to encourage speaking the language more efficiently. Similarly, the revival and preservation of the Muscogee Creek Language takes place by young adults participating in social interactions with elders to encourage knowledge and acquisition of the language as well as its'

vocabulary (Wiley, 2016). Moreover, there should be adequate feedback and reinforcement from the elder Muscogee people to guide and correct the language of the younger people.

**2.7.2 Relational frame theory.** According to Hayes, the relational frame theory is an approach, which discusses the acquirement of knowledge from its source (Warren, 2015). This could be facilitated through strong relations between the younger and older people of a society who are familiar with the various aspects of the language. In this study, emphasis will also be placed on the establishment of a strong relationship between the older age group of the Muscogee people and the younger people. As put forward by Foster (2017), the implementation of the Relational Frame Approach works towards building relationships between the different sects of the Muscogee society. In the application of this approach, adequate focus is given to the role of the elder Muscogee people due to their wide-range knowledge of the language. The elder people are central to this program and are well equipped with various aspects of the indigenous language. Therefore, several audio and visual programs can be developed by gathering information from the elder people and can be provided those aged between 18 and 25. This would contribute to the revival of the Muscogee Creek Language in Oklahoma and Florida.

**2.7.3 Emergentism.** As suggested by Treat (2017), Emergentism describes the combined learning process of people who are willing to learn the language. Therefore, in accordance with the Emergentist approach of the Language Acquisition Theory, establishing good relationships between language teachers and students is important. Based on Emergentism, the younger age group must interact socially with the older people and gain knowledge from them about the language. Also important is that teaching professionals are provided with ample resources to support their teaching process and should be given abundant time to search for relevant

information and provide the best information for the learners. This may be effective in the restoration of the Muscogee Creek Language (Wiley, 2016).

## **2.8 The Revival of the Language with the Application of Piaget's Language Acquisition Theory**

Piaget's Language Acquisition Theory (1970) has been selected because it focuses on the four developmental stages of a child's life. According to Pickering and Garrod (2013), the Theory of Language Acquisition by Piaget describes the four stages in the life of a child that is essential in learning a language. These are the sensorimotor stage, preoperational stage, concrete operational stage, and formal operational stage (Piaget, 1970). The four stages discuss the children's inherited characteristics and the factors that influence the development of language learning skills of a child.

### **2.8.1 The sensorimotor stage.**

According to Piaget's theory, the first two stages of a child's life is the time when the child is unable to speak. Therefore, much of the communication process relies on behavioral factors, such as the movement of hands, body language, and other physical activities (Imai & Kita, 2014). The stage is of immense importance in the defining the cultural aspects of a particular sect of people. In order for children to learn the language of the Muscogee Creek people they must be in close contact with the people who are well acquainted with the language and the culture of Muscogee. According to Dingemans et al. (2015), the behavioral factors that influence the characteristics of a child incorporate the learning the culture of the society. Therefore, according to this theory, in the first two years' learning stages the Muscogee children can largely learn the culture related to the Muscogee people.

### **2.8.2 The preoperational stage.**

According to Ellis, O'Donnell, and Römer (2013), the second stage of the Piaget's language theory describes the social relationship of a child with people and its importance in the process of learning a language. Therefore, in compliance with this, the process shall take place with the establishment of a strong relationship of the child with the older people of the society, which would work in passing on knowledge to them. In the application of this theory, adequate focus is given to the role of Muscogee elders, as they are knowledgeable about the Muscogee Language. The elders are the main pillars in Muscogee society and are well acquainted with the various aspects of the native language. The development of several audio and visual programs, through information gathered from the elder people, can be provided to the people aged between 18 and 25. This strategy would contribute to the revival of the Muscogee Creek Language in Oklahoma and Florida.

### **2.8.3 The concrete operational stage.**

According to Sinclair (2014), the third stage of the theory is the concrete operational stage, which starts at age 7 and continues until the age of 11. This stage focuses on the logical understanding of the child. During this phase, children should be made aware of learning and know the Muscogee Creek Language. At the very beginning of this stage, the child is introduced to his/her native language. In addition, various other programs are also arranged so that the adults and the children come in close contact with the various aspects of the language and develop a sense of urgency of learning the language.

### **2.8.4 The formal operational stage.**

The fourth stage is seen as the most important in the learning process, and therefore, it should include support from a teaching professional. The professionals should include people who are familiar with the various aspects of the Muscogee Creek Language. Therefore, as



suggested by Gervain (2015), many programs should be developed in schools and other academic institutions.

## **2.9 The Revival of the Language with the Application of the Native Language Magnet Theory**

The Native Language Magnet Theory (Kuhl, 2008) has been selected because it provides the different steps on which the procedures for the revival and restoration of the Muscogee Language can be understood. According to Bradley and Bradley (2013), the Theory of Native Language Magnet is the culmination of endangered native languages from the different corners of the earth. The steps included in the Theory of Native Language Magnet are based on several social factors, one of which is that socialization is one of the key factors in the process of language revival. The steps that are included, at the very least, establishing a social relationship with the people in the society. This would greatly contribute to the development of their language skills. In the second step, the younger people would develop a relationship with the elder people. Finally, the restoration process takes place with the help of the professionals assisted with the teaching of the native languages.

According to Carew-Miller (2014), social interaction with different people belonging to the same society plays a major role for children and adolescents to learn many aspects about the language. Therefore, at the very beginning, the Muscogee people can take the initiative to develop a social relationship with the young people in the society. This would contribute greatly to knowledge gathering about the language, as well as the culture of the Muscogee people. In addition, it would be beneficial for children and young people to participate in the learning process with ease. Therefore, in accordance with the aforementioned theory, the restoration process of the Creek Language emerged by allowing the children and the young people to

participate in the process, which would drive social interaction and contribute to the acquisition of knowledge about the culture and its vocabulary as well (Veneziano, 2014). There should be adequate feedback and reinforcement by the elder Muscogee people as part of the restoration of the Muscogee Creek Language.

Haas, Hill, and Martin (2015) state that the second step of the Native Language Magnet Theory is the process of knowledge derivation from the source. The establishment of a close relationship between the children with the elder people aids this process. The main purpose of this is to gather the maximum knowledge of the language, as the elder people are knowledgeable about the various aspects. In compliance with this, the focus will be on the establishment of a strong relationship between the elders and younger generation of the Muscogee people. The application of this theory is accompanied by focus on the elder Muscogee people owing to sharing the knowledge on of the native language. Various audio and visual programs can also be created, as that would help pass on knowledge from the elder people to the people aged between 18 and 25. This would have a positive impact on the younger people and would assist in the restoration of the Muscogee Creek Language in Oklahoma and Florida (mcn-nsn.gov, 2017).

As stated by Jackson (2013), the third step of the Native Language Magnet Theory includes the connected learning procedure of people who are willing to learn the language. Therefore, this step focuses on learning the language from teaching professionals of the Muscogee Creek Language. The development of a good relationship between teachers of the Creek Language and students will occur because the teachers are well apprised of the various aspects of the language. However, in order to accomplish the goal, the teaching professionals must be provided with adequate resources to support the teaching process and they should be

given ample time to prepare lessons for the learners. This would help in the restoration of the endangered language (Veneziano, 2014).

### **2.10 Summary**

The chapter reviewed various literatures that explored the steps and procedures necessary for the revival of the Muscogee Creek Language through the help of a language development program. Most of the literature provided a detailed description about the culture and the decline of the language. However, in the course of carrying out this review, certain gaps were noticed; primarily that a majority of the authors did not cover the steps by which the Muscogee Language can be revived and restored. In this section, the different processes of restoring the Muscogee Creek Language have been discussed. It has been learned that socialization is an important factor, which helps in the process of language learning and the development of language skills. Moreover, the Muscogee people can take the initiative for developing a social relationship between the younger and elder people in the society. Therefore, this would contribute greatly to the acquisition of knowledge about the language and culture of the Muscogee people. In addition, and on the basis that various sects of the society are involved in the process, it would be helpful for children and young people to participate in the learning process with ease. There can also be the establishment of good relations with the people who associate themselves with the teaching profession of Creek Language to students because they are well apprised of the various aspects of the language. The creation of various audio and visual programs can also help transfer knowledge from the elder people to the people aged between 18-25. This would have a positive impact on the younger people and would contribute to the restoration of the Muscogee Creek Language in Oklahoma and Florida. The beginning of this revival of the endangered language will start with the development of an Indigenous Language Interest Group (Vygotsky, 1978).

## CHAPTER III: METHODOLOGY

### 3.1 Saunders Research Onion

The concept of the research onion, which was first proposed by Saunders, Lewis, and Thornhill (2009), discusses the different stages that need to be followed for the establishment of an effective methodological approach in a research study. The first stage in the research paradigm requires a definition as the first stage. At the second stage, the research approach is discussed according to either the deductive or the inductive approach. The third stage of the research onion includes the discussion of the strategy, or the research design. In the fourth stage of the research, the time horizon is discussed. At the fifth stage, the process by which the data is collected is addressed. The advantage of using the research onion concept is that it involves many methodological stages and, with the succession of each layer, the discussion goes deeper. In the current research method, the research onion has been selected, as it would be helpful for developing a detailed discussion of the different methodological processes, as this research has included many processes for the completion of this dissertation.

### 3.2 Research paradigm

Kothari (2004), states a research philosophy attributes to the bundle of assumptions relating to the essence of the validity that is being inspected. It is the elemental description of the type of knowledge. The research philosophy creates certain assumptions, which cater to the explanation of the research procedure that was undertaken. Research philosophies can be dissimilar to the goals and objectives of the research. In the opinion of Yin (2013), the type of knowledge that is to be evaluated in research determines the application of the research philosophy that should be included in the research methodology. Therefore, the assessment of

the research philosophy holds a very important role as it defines the set of hypotheses that is essential in the research process.

Saunders et al. (2009) states that the research philosophy is categorized into four sections: positivism, constructivism, interpretivism, and post-positivism. According to Kothari (2004), positivism philosophy rests on the assumption of reality that remains separate in the process of studying different factors. On the other hand, constructivism is associated with the fundamental meaning of social development, which had been created by the researcher or observer. As put forward by Yin (2013), the philosophy of interpretivism is related to ontology and epistemology and it is believed that there are multiple and relative actualities. The philosophy of post-positivism has emerged recently, and it is an extension of positivism research philosophy. It critically amends and corrects the issues that are associated with positivism. Saunders et al. (2009) states that positivism is associated with the fact that the different individuals involved in a research process are independent. On the contrary, post-positivists accept that the background, theories, and knowledge of the chosen research methodology shape the observational process. In the chosen research philosophy, post-positivism has been selected.

**3.2.1 Justification for the chosen research paradigm.** Post-positivism has been selected because it would help in the correction of the issues that are involved with positivism. The current research rests on the collection of qualitative data and therefore, post-positivism would be helpful as it associates the further inquiry of the different factors which would influence the outcome of the research.

Positivism has not been selected as it rests on the derivation of only quantifiable data and since the current research is qualitative and not quantitative, the method of observation and collecting data would be of little help in coming up with the desired outcome of the research. In

addition, constructivism research philosophy has not been selected because it is based on abstract assumptions and therefore, it would be difficult to conduct interviews in case a previous idea has already been established. Moreover, it is also associated with the suggestion of the researcher, which would be least helpful in the current research in the collection of data.

Moreover, interpretivism has also not been selected as it is related to ontology and epistemology and is believed that there are multiple and relative actualities. The prime factor that interpretivism is associated with is the interpretation of the collected data. Therefore, this can lead to the misinterpretation of information collected, which would also interfere with the completion of this research process effectively.

### **3.3 Research design**

In the opinion of Yin (2013), research design is described as the processes by which the research process can be conducted and completed. Research design usually includes a framework consisting of the application, which influences the implementation of the methodological process of the research. Moreover, the selection of the research design has also influenced the type of data that would be gathered, the chosen area of respondents, and the outcome that is aimed to be achieved upon completion of the research process. According to Saunders et al. (2009), the three basic categorizations of research design are descriptive, exploratory, and explanatory.

Kothari (2004) states that the descriptive research design is related to the reflection of the experiences and opinions of the participants. The descriptive research design is often associated with ethnographic research. Along with that, a quantitative framework, such as the demographic characteristics of a population, can also be appropriate for the descriptive research design. This helps in the derivation of the knowledge about the subgroups of a demographic region. On the

other hand, the explanatory research design is associated with the characteristics of a population. According to Yin (2013), the explanatory research design can be applied where there is involvement of qualitative data, there is a close relationship between the different variables, and they influence each other. Along with that, in the opinion of Saunders et al. (2009), the exploratory research design is involved with the exploration of the cause and other aspects of an issue and is used when few things are known about the concerned issue. Therefore, the exploratory research design is applied as a process of gathering knowledge in the related issue and carrying out the research process further. In the current research process, descriptive research design has been selected.

### **3.3.1 Justification for the chosen research design.**

The current research process is associated with qualitative research, as little is known about how to revive the Muscogee Creek Language with young Muscogee descendants therefore respondents' opinions are important and best captured through interviews and questionnaires. In addition, descriptive research design is also helpful for the analyses of non-quantifiable data and that would benefit the data collection process of the current research because of the use of interviews for the collection of qualitative data.

Explanatory research design has not been chosen in the current research as it opts for bias information since it draws information from such sources, which can be misinterpreted. Moreover, explanatory research pays much of the focus to the characteristics of the population as a whole and fails to understand that there can be individual characteristics as well. Along with that, explanatory research design makes it difficult to carry out the research process on a targeted audience, so this research design has also not been chosen. Exploratory research design has not

been chosen because it associates precast of the information which may lead to the misinterpretation of data and create problems in gathering information.

### **3.4 Research Approach**

Yin (2013) states that the research approach is defined as the procedural plans that are included in research and consists of the detailed discussion of the methods involved in a research process. The research design is related to broad assumptions and is associated with the collection of data, as well as the analysis and interpretation of it. There are several decisions in a research approach that need to be taken into account in the correct order to constitute the optimal methodological approach. As stated by Saunders et al. (2009), the research approach is usually divided into two categories, which are a deductive research approach and an inductive research approach.

Kothari (2004) states that a deductive research approach is associated with the establishment of a pre-hypothesis based on a theory that already exists and a research study is conducted to examine it. Therefore, it can be drawn from this that the deductive approach includes the formulation of the hypothesis and the testing is done based on the statistical data that had been achieved. In the qualitative research process, the application of the deductive research approach occurs by formulating the hypothesis differently. The deductive approach is testing theory where the formulation of the hypothesis leads to the derivation of some specific amount of knowledge, which again, is formulated as a hypothesis and tested.

Yin (2013) states that the inductive approach is identified by the movement from specific to general. At the start of this approach, focus is paid to the observation and the pattern of the data. The lack of framework, which helps in the process of data collection, then leads to the formation of the framework after data has been collected. The inductive theory is a generating



theory that is developed for the analyses of the data. In the opinion of Saunders et al. (2009), the inductive theory is more prevalent in qualitative research where the absence of the theory can be beneficial and there can be the development of a completely new theory. The process of analysis occurs alongside the interview process as the pattern of the behavior of the respondents is observed.

According to Yin (2013), there were many formulations of the hypothesis in the deductive method of study. Since the study would be based on the formulations and the hypothesis, the deductive method was the most appropriate one to make the study of the subject. Lewis and Thornhill (2009) argue that the deductive approach would depend on the observations of the subject and the pattern of the study. As this is what is proposed in this study, the inductive method was appropriate one to use in this study. As per Kothari (2004), the deductive approach focused on the approved framework facilitating the study. In the study, the researcher decided to use a case study design (Yin, 2016).

### **Population and Sample**

The researcher sought data from 5-25 participants (Yin, 2016) who were young Muscogee Creek descendent between the ages of 18-25 and the elders of the community between elders ages 60-80 who meet the criteria and a Muscogee Creek language instructor who is of Muscogee Creek descent. The sample was a snowball framework.

### **3.5 Data Collection Method**

As per Lewis and Thornhill (2009), the method of data collection affected how the researcher interpreted the data. There are many types of data collection methods that can be significant for the study. Both primary and secondary data collection represent two types of data. According to Yin (2013), secondary data includes such sources as journals, census reports,

or any literature review. However, the primary data involves the collection of original data by the researcher.

There is some difference in qualitative and quantitative data. Qualitative data can be collected through interviews. According to Yin (2013), this type of method can be used to uncover the thoughts and that can help the researcher to be involved more deeply in the problem. In contrast, the collection of quantitative data will be used to analyze and diagnose the research result in a quantitative manner, which is more precious to the researcher.

### **3.5.1 Primary Qualitative Data Collection.**

The researcher made a request (Appendix A) to the language department leaders between Florida and Oklahoma to conduct the research and collect data. Before the collection of data, the researcher wrote a flyer (Appendix B) that was distributed through email (Appendix A) to the language department community leaders and school officials asking them for permission to conduct the study and explaining how the data collection process would be carried out with audio-taped interviews. The researcher left the field when she began to hear the same answers from participants (Creswell, 2013). In this case study, data was generated through audio-taped interviews. Researcher was sought data from 5-25 participants (Yin, 2016) Muscogee Creek descendent between the ages of 18-25 and the elders of the community between elders ages 60-80 who meet the criteria and a Muscogee Creek language instructor who is of Muscogee Creek descent. As this is qualitative data, the main importance of the study was to make the researcher more involved in the depth of the study. Generally, the use of semi-structured and unstructured techniques in the data collection method, such as (participant), observation is used.

In this study, the primary method of data collection was face-to-face focus group audio-taped interviews. Though data can be collected by phone interviews or email, face-to-face

interviews was the most relevant and the most important one that can be used. In this manner, the interviewer must have the necessary skills and abilities to carry out the interview successfully without confusion and challenges. In-depth interviews can be helpful for generating the new ideas and the relevant questions (Yin, 2016).

### **3.6 Procedures**

The sampling size and sampling method have a direct effect on the research study. Face-to-face focus group audio-taped interviews was used in this study. Interviews were semi-structured. The research explored the opinions and perspectives towards the revival of the Muscogee Creek Language through the Development of an Indigenous Language Interest Group. The researcher included approximately four open-ended interview questions (Appendix D).

The questions (Appendix D) were provided to the participants before the interview to allow respondents time for reflection on their experiences and ideas on the subject matter. Based on the language, students were identified as potential interview participants as it is assumed they would have some knowledge about the literature and the language. Teachers of the language school were also interviewed to gain their insights into language learning and the revival of the Muscogee Creek Language. In the research, the participants were requested to provide written consent (Appendix C), as well as permission to have interviews audio-recorded. Recorded interviews were transcribed. It is anticipated that interviews lasted approximately half an hour. It is expected that this stage of the research study occurred during 2018. In this manner, it can be observed that the structure of the interview would be decided by the researcher and permission was given by the school officials and language department community leaders.

### **3.7 Data Analysis**

Data analysis is a part of the examination of the data that has been collected through audio-taped interviews and field notes of observations. Data analysis helped the researcher identify codes to elicit themes based on the data that has been collected from audio-taped interviews and observations (Yin, 2016).

In the process of analyzing the data, the data collection tools that have been used are thematic analysis for qualitative data. The reason for choosing thematic analysis for qualitative data is that it is one of the most common forms of analysis in qualitative research and emphasizes pinpointing, evaluating, and recording patterns and themes within data (Creswell, 2007). Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question. The researcher manually transcribed the data OR used a computer-based analysis tool such as Nvivo (Creswell, 2007).

### **3.8 Role of the Researcher**

According to Bradley and Bradley (2013), in any research, the researcher played the key role that can affect the findings and the study of the research. In this research, the researcher was responsible for interpretation of the data. Accurate correct interpretation of the data increased the validity of the research, which means that research finding can be useful to the school, authorities, and the local leaders. The researcher works in the Muscogee academic setting there it is necessary for her to bracket her bias; she did this by journaling her feelings after each interview (Creswell, 2007).

### **3.9 Ethical Considerations**

For any research, there will be some ethical considerations. The purpose of the study was explained to respondents to allow them to make informed consent (Appendix C) and decide

whether they want to be involved in the study. The researcher sought permission to collect observation data from the school authorities. The assurance of maintaining the privacy and the confidentiality of the information given by the informants was also given to gain their confidence. A pseudonym was given to each participant, i.e. Participant #1; Participant #2; Participant #3. The assurance of the confidentiality and privacy might encourage students to take part in the study.

The researcher obtained written consent (Appendix C) from the participants before completion of the questionnaire. The researcher allowed withdrawal at any point. The researcher also ensured the participants were not harmed psychologically while taking part in the study. The researcher strived to create a comfortable environment for participants in this study. There are minimal risks, but if a participant feels uncomfortable or stress he or she may discontinue the audio-taped interview without any penalty. There is no benefit to partaking in the study, but the participants may enjoy telling their story or sharing their opinions. The signed informed consents were kept in the researcher's office in a locked cabinet, audio-taped recordings were destroyed as soon as they are transcribed, and transcriptions were kept in a separate locked cabinet and destroyed after two years.

### **3. 9 Limitation/Delimitations**

There may be some limitation of the study while going on the research. As an example, the sample population could be less than expected and non-Muscogee descendants and language educators were not interviewed. In addition, there can be a communication gap between the students and the subjects. These can be the problems in the study. Moreover, informants participating in the data collection procedure were not asked any personal questions, which have no link to the current research process.

### **3.10 Summary**

The focus of the case study research is the language loss problem, which is the main issue among the Muscogee Creek people. To promote the analysis of the data collection, the researcher selected appropriate data collection techniques. As the Muscogee Creek Language is at risk of extinction, to make the proper study of the language, the researcher adopted a qualitative research methodology. The data analysis helped to make proper analysis of the language extinction problem. The researcher also selected an appropriate method to do the analysis. The content analysis helped the researcher draw analysis of the data more broadly to society. The qualitative research approach was most suitable for the examination of the extinction of the Muscogee Creek Language.

The researcher used the inductive method to collect data. This can also be used in the analysis of primary data collected through interviews with young adult and elders of Muscogee Creek descent. In this manner, the researcher used a structured questionnaire that is relatively inexpensive and easy to administrate. Although a communication gap and the population size could represent limitations in the study, the structured data and the structured interview are strengths in the study about the subject.

## CHAPTER IV: RESULTS

### Introduction

This chapter presents a thematic analysis of the results of qualitative phase of the study. The focus group interview was conducted with six participants in the different generations drawn from the Muscogee Creek descendent. The participants consisted of a honvnwv (man) and a hoktē (woman) from three age generations, that is, the young generation, the middle-aged generation and the elderly. They were engaged in a 30-minute interview regarding their insight on the issue of the decline of the Creek Language. The study addressed three sub-questions of the study based on three different generations as follows (sub-questions 2- 4):

1. What meaning does language extinction have on the Creek culture?
2. What factors have led to the loss of the Muscogee Creek Language in Florida?
3. What factors have contributed to good relationships between instructors of the Muscogee Creek Language and their Native American students?

The themes were identified based both on their direct link to the participants' views of Muscogee Creek Language in an effort to revival the language.

The study also examined the ages of the research participants from the three different generations namely young, middle and older generations. The ages of the participants represented in the Table 4.1 below. The results indicated that there was a wide variation in the ages of the participants from the different generations.

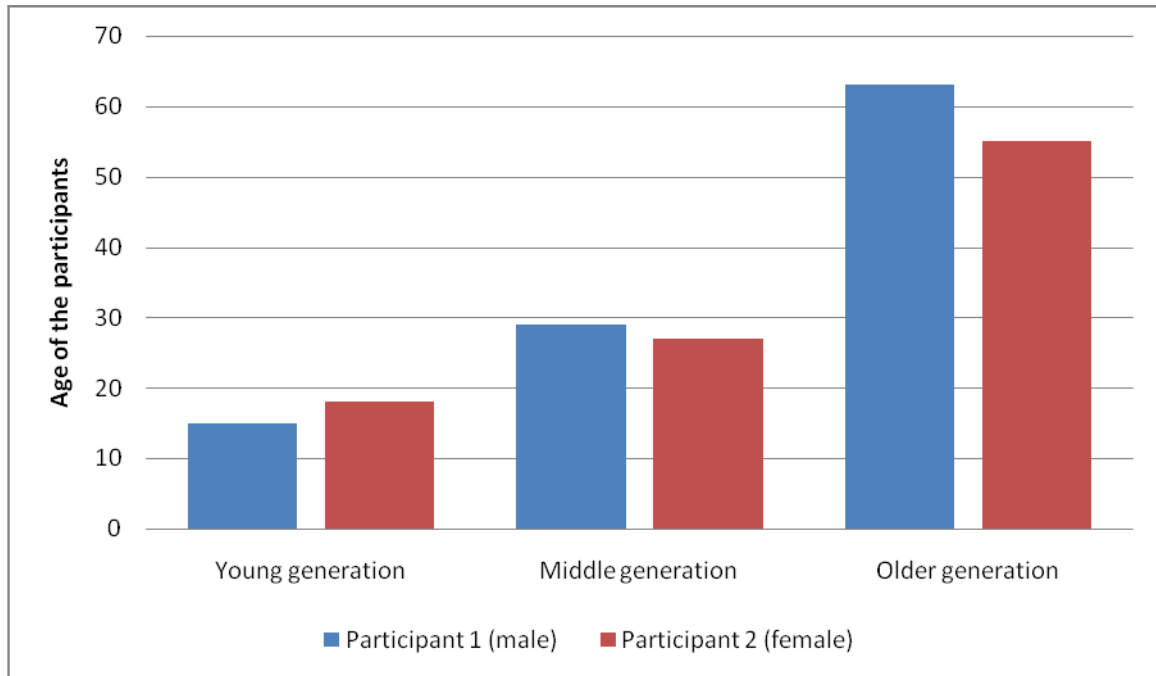


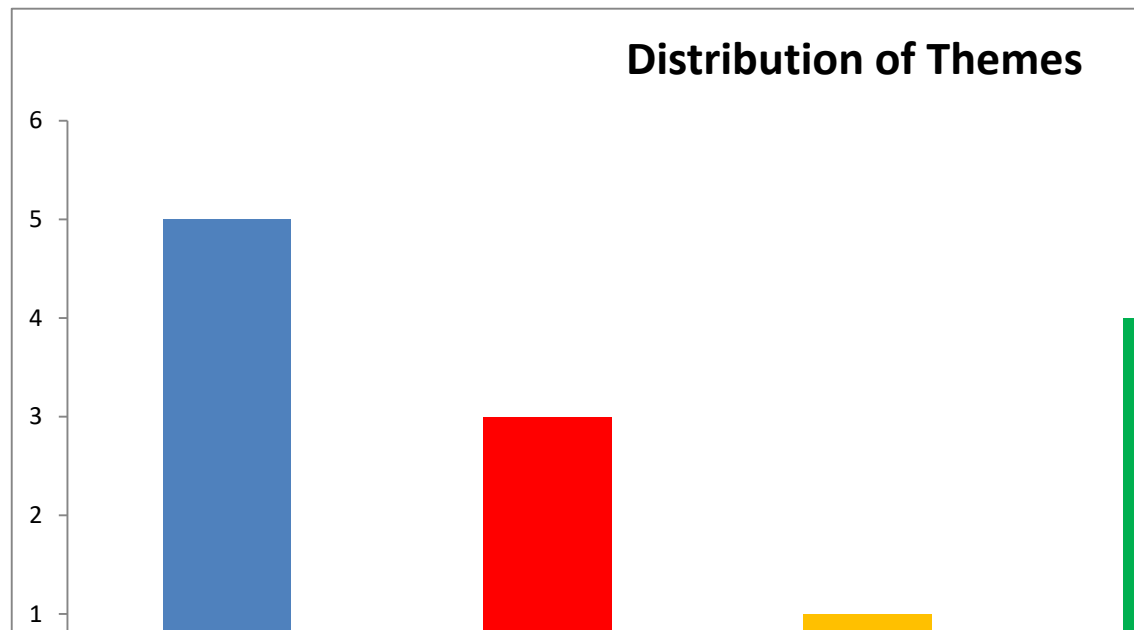
Figure 1: An illustration of the participants' ages from the different generations

### Summary of Analyses

The researcher looked at the emerging themes that frequently appeared in the participants' responses to three open-ended inquiries from the interviews in relation to the participants' perceptions towards the extinction of Creek language.

Thematic analysis permitted the identification of five main themes in relation to the participants' responses to the factors affecting the development of Muscogee Creek Language among the students: existing resources, teaching style, family unit, parent-child relationship, interest and passion. The distribution of answers across the five identified themes is shown in Figure 4.1 below.





Detailed thematic analysis of the five themes identified will offer the likely solutions to the research inquiries of the study, which were asked during the focus group interview.

### Results for Research Question 1

The study intended to understand the impact of language extinction on Creek culture. The participants were asked to provide their views regarding language extinction and the Creek culture. The majority of the participants agreed that language extinction would greatly affect the Creek culture. The young and the older generation were of the opinion that language extinction would have a ripple effect on the community since it was an integral part of their culture and traditions. One of the research participants indicated that the extinction of the language could significantly affect the culture and eventually lead to lost people as evident throughout world history.

*When a language disappears, so do parts of that language's culture. Lost cultures lead to lost people. Throughout world history, this has been evident (P1).*

They further added that any further decline in the number of Creek speakers, language extinction would be the fate of Creek culture's reality. This attributed to the fact that culture encompasses various aspects such as traditions and customs inclusive of language, which defines how people relate. It would be impossible for the Creek people to differentiate themselves from other people if they did not have a culture that was unique to them.

This is contrary to the middle generation who partly felt that it would have an insignificant impact on the Creek culture since they still practice their traditions. One of the participants cited that

*"I think it has little effect on Creek culture, we still practice our traditions regardless (P2)."*

Unlike the others, same research participant felt that language extinction would eventually lead to a loss of identity as it led people to conform to the English language identity. Additionally, the research pointed that some aspects associated with the language are not that important to know.

## **Results for Research Question 2**

The study intended to the factors which have contributed to the loss of the Muscogee Creek Language in Florida. The research participants were requested to state the factors that led to the loss of Muscogee Creek Language. From the responses of the research participants, there were a number of factors that were highlighted such cultural assimilation, a shift in the family unit, parent-child relationship, resources, and existence of conventional school. Apart from these factors, two research participants each from the younger and older generation separately

supported the notion that laziness and carelessness has been attributed to the loss of Muscogee Creek Language as follows:

*Many of us stopped caring and spoke English more and Creek to the elders (P1)*

*Speaking in English too much. Some become lazy and speak both together rather than holding a conversation in Creek (P3)*

Separately, the younger generation communicated in English amongst themselves and only in Creek to the elders. At the same time, many of the parents within the middle generation stopped speaking Creek language to their children. They would speak partial Creek and partial English which eventually takes a toll on the language progression.

One of the researcher participants in the young generation cited cultural assimilation. This was attributed to the various trading activities and intermarriages that occurred amongst them and other people outside of the Creek communities. Over time, intermarriages took place and the Creek people began to have families with different races and cultures thus gaining newer perspectives that differed from the traditional ones. Additionally, these activities took place in order to shield the younger generation from the negative experiences as follows:

*Some elders have stated that they were teased by non-natives because of our Creek culture, so they did not fully immerse their children in it to prevent them from having the same negative experiences. With this exposure to different environments, over several decades, our people also began to have families with different races and cultures and gaining newer perspectives that differed from our traditional ones (P2)*

Majority of the participants in the middle generation attributed deterioration of the parent-child relationship and heavy reliance on the older generation to acquire Muscogee Creek language skills as follows:

*Many of the parents stopped speaking creek to the kids, they would. Speak partial creek and partial English (P2)*

*My generation spent more time with our grandparents and learned from them (P2)*

### Results for Research Question 3

In third research inquiry, the research intended the factors which contributed a good relationship between instructors of the Muscogee Creek Language and their Native American students. In this case, the study participants were asked to select the factors that enhanced the relationship between instructors of Muscogee Creek Language and their Native American students. Majority of the participants ( four out of six) identified trust one of the key factors that contributed to the development of a good relationship between instructors of Muscogee Creek Language and their Native American students.

Apart from the existing resources, the participants also provided two approaches that can be used to development trust among the instructors and students. These include instilling interest and passion within the Creek language program as follows:

*Language can be difficult to learn so passion needs to be within the program (P1)*

*In order for our people to appreciate and live a Creek culture, specifically including speaking the language, our people have to be interested in doing so (P1)*

*For interest to be generated there has to be an importance placed on the need to preserve the Creek language (P2)*

On the other hand, two participants from the elderly generation indicated that knowledge and the teaching style among the instructors of Muscogee Creek Language was a crucial factor that contributed to an effective relationship as follows

*Knowledge of the language and how to teach it effectively (P3)*

*A major part is if the instructor knows how to teach and speak the language. There's a lot that comes with it (P3)*

### **Summary of Results**

Out of the six participants, only one participant felt that language extinction had little effect on the Creek culture since traditions could still be practiced regardless of the language. The other five participants felt that it affected their identity since language played a major role in the culture and traditions of the Creek people. Regarding the factors that led to the loss of the Muscogee Creek Language in Florida, all the participants attributed the decline to the assimilation of culture and failure of parents to communicate to their children in their language as the main factors. On the question of the factors that contribute to good relationships between instructors of the Muscogee Creek Language and their Native American students, only five participants were able to provide their views. The crucial factors that were identified included trust and knowledge held by the instructors. These were supported by the teaching style, the need to develop interest and passion to learn among the students.

From the results, it is safe to conclude that extinction of the Creek language might have adverse effect on the distortion of their identity. This is probably attributed to the fact that language to a community forms a crucial part of the culture. Many of the factors that have led to the decline in the use of the language arose from the separation of the people by political turmoil coupled with the assimilation of other cultures. Since the people at one settlement are few and they are eventually swayed to adopt English as their speaking language. Another major factor is the parents lacking the interest of teaching or merely communicating with their children in the language.

A good measure in ensuring that the Creek language does not become extinct lies in the willingness of the natives to improve its continuity. They should be willing to learn from their elders and from the available language programs. They should be passionate about their

language rather than be embarrassed by it. It is true that some aspects of a tradition can be held without the native language being in the picture. It is also true that language gives identity to people. Should the language become extinct, the Creek people are faced by the danger of losing their identity as a people. This does not mean that they should neglect the other languages. Times are changing and it is becoming necessary to learn other people's cultures and interact with them. At the same time, they should not lose their own identity in the process.

## CHAPTER 5: DISCUSSION

### Introduction

In this section, the study presents a discussion of the findings obtained from the data analysis in order to understand the factors that have significantly contributed towards the development of a group that can promote the revival of the Creek Language. In order to examine the revival of the creek language, the study relies on three key research inquiries as follows.

1. What meaning does language extinction have on the Creek culture?
2. What factors have led to the loss of the Muscogee Creek Language in Florida?
3. What factors have contributed to good relationships between instructors of the Muscogee Creek Language and their Native American students?

The study presents the finding from these questions as follows.

### Major Findings

Four of the participants who were involved in the research described language extinction as a critical element of one's culture. Consistent with the focus group interviews was the research participants' increased concern for the various generations and their low esteem regarding language extinction. The research participants expressed their perceptions and how they coped as an individual as well as group. However, it was noted that all the research participants within a middle generation supported that language extinction has occurred, with support being provided to and received from other older generations. Another central theme that emerged from the focus group interviews was the increasing role of parent-child relationship and how it aided learning and support of the language. Based on the need to conform to the current trend within the society, there were some elements of identity loss that was evident in the focus group interviews as they expressed their views regarding Creek language extinction.

In line with this theme, Davis (2016) emphasized on the critical role play by language, culture, and social connections in influencing the language development and extinction. The most outspoken perspective of language extinction is anchored on the attachment bonds that exist between the older and younger generation. Vygotsky's (1978) model of social interaction has presented the likelihood of revitalization and maintenance of the Creek language through the participation of the younger generation in social interactions with the older generation to acquire knowledge and enrich their vocabulary use. The research participants to a large extent gave the impression that they had experienced disruptive social aspects such as loss of identity and culture triggering language extinction. Language extinction, in the study did, however, indicate that it was more pronounced in the middle generation dependent on the existing societal structure. There is a possibility that having many prospects for a healthy social interaction as early as possible during the growth of an individual can mitigate the potential effects of language extinction.

The impact of various cultural aspects on language extinction has been underscored within the contemporary world inclusive of Muscogee culture. Moore's (2014) anthropological account into the cultural perspective of the native Muscogee society presents a culture influenced by others. Even though loss of identity was exhibited in the creek culture, the Muscogee people display of language extinction was lacking. Apart from the high mortality rate and immigration, the Muscogee culture merged with several cultures such as English, Spanish among others leading to the introduction of new vocabulary into the Muscogee Creek language. One of the most notable changes in the Muscogee Creek language was incorporating vocabularies and words from other cultures as a way of conforming to the on-going trend among by the younger generation. The need for conformity was almost lacking among the Muscogee people, and Haas



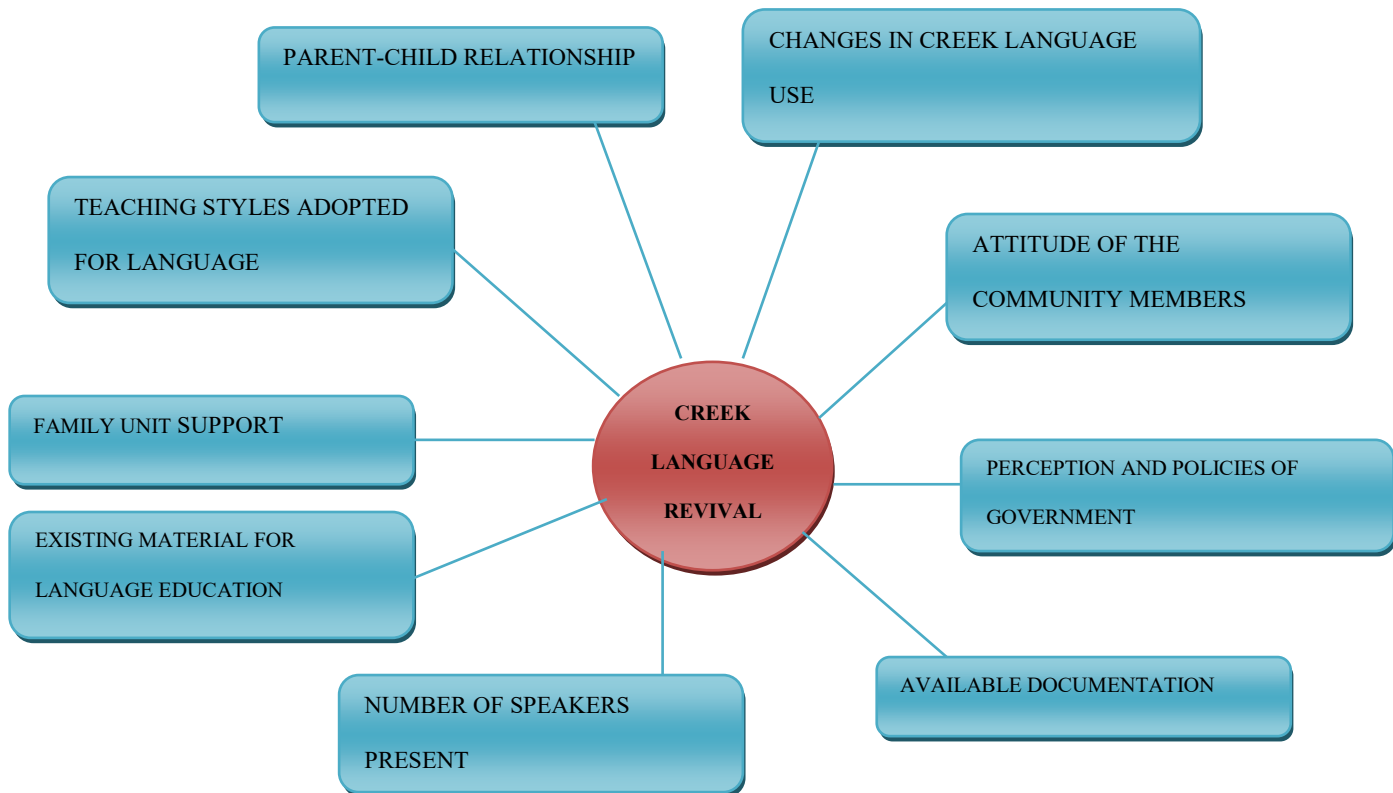
reported it as the main language encapsulated by the union between Muscogee language and Apalachee that remained the focus of reviving the Creek language.

Perhaps, there is some sense to the notion that language extinction occurs as a result of eroding or replacing certain elements of culture leading to loss of identity. The Creeks' language in the study demonstrated evidence of vocabularies and words from other languages such as English, Spanish among others, indicating the possibility of language extinction. Minority of the participants revealed that support from the family unit was lacking evident in the extinction of the creek language.

### **Implications for reviving the Muscogee Creek Language**

The significance of Vygotsky's (1978) model of social interaction disputes the assumptions that have repeatedly been put forward concerning the revival of Muscogee Creek language. Certain incidences of language extinction in Muscogee Creek culture indicate the impact of affirmative relationship that highlights the role of the models selected previously in an effort to clarify how to develop interest groups that can support the revival of Muscogee Creek language. While emphasizing on various aspect of the language, the theory of language acquisition has not fully considered the possibility of interactive processes that happens within a family unit. The study indicated that certain emerging themes need to be considered when trying to revive a language from its extinction. The most notable themes included family unit support, teaching style adopted by the instructors, the relationship between a parent and child, existing resources, and interests adopted by the learners. The main implication is that language extinction adversely affects the ability of a culture to develop such as the Creeks, needing the creation of interest groups supported by the above themes.

For revitalization of the Creek language among the interest groups to be successful among the student population, it must take into consideration of potential success factors as illustrated in the theory of language acquisitions. Additionally, there is need to considered other factors that are outside this domain to present holistic perspective of the language revitalization. Other elements that have not been taken into account by the theory of language acquisition include attitude held by the community members of the Muscogee Creek tribe, the changes in Creek language use among the members, the perception and policies of the government regarding the preservation of indigenous cultures and available documentations. A model representing all the factors which needs to be considered to revival the Creek language is presented in Figure 5.1 below.



**Figure 5.1: A model representing the Revival of the Creek Language**

From the model formulated above, it can be noted that their certain critical elements that need to be considered. This is despite the fact that they did not part of the study outcomes. These include available documentation, perception and policies of the government, attitude of the community members and changes in the use of the language. These factors have the potential to influence other factors presented in the theory of language acquisition. Further studies need to consider the contribution of these factors towards the revival of a language.

**Conclusion**

So far, the study has been able to present anthropological account of how language extinction has affected the Muscogee Creek culture over time. The changes in Muscogee Creek culture and language have mainly been attributed to other dominant cultures which laid an emphasis on structures. These changes have been observed in the middle and the younger generations as opposed to the older generations. This suggests that the creek language among the older generation has certainly remained unaltered and endowed with so much knowledge about the Muscogee Creek culture.

As Muscogee Creek culture keeps on changing in the United States, Creek language becomes more and more extinct. The revitalization of the Muscogee creek language has been supported by various language transition programs. These programs offer a chance for the older members of the Muscogee creek society to impart useful knowledge and skills to the younger generations. The contribution of the older generation remains a critical point of focus since their knowledge still remains unaltered even with preference of the mainstream cultures by the younger generations.

## **Limitations**

There are several constraints that could have affected this study from coming up with complete solutions to the research inquires. Getting a comprehensive description of the how language extinction has impacted on the Muscogee Creek culture was quite challenging since there were cultural variation between the selected populace and the researcher. Most of the selected participants were acculturated to a certain extent into the mainstream culture. This presented challenges to the researcher's ability to combine data collected from the research participants of the different generations (representing different ages) and different level of acculturation to form a true representation of language extinction in the Muscogee Creek culture.

Because of the nature of the grieving issue and the sensitivity of personal loss, the topic was particularly difficult for some to discuss. Some participants chose not to answer certain questions about personal experiences that were painful or uncomfortable for them to discuss. Additionally, there were some hesitations among some potential research participants who could have provided significant input to the research about the language extinction. This was attributed to the fact the researcher was not from the Muscogee Creek culture. There is also the need for more data regarding the anthropological account of Muscogee creek language would augment the comprehension of developing interest groups and transition programs that can effectively support the revival of the Muscogee creek language.

## **Recommendations for future research**

There are several areas which can be examined to form the foundation for future research direction in relation to the development of interest groups that can support the revitalization of Creek language. A comprehensive examination of the Muscogee creek culture and how it contributes the revitalization of the Creek language could significantly assist in the development

of effective interest groups from an educational context. Future studies could also concentrate on language extinction limited a particular generation within the Muscogee creek language. A more comprehensive study could focus on the potential attitudinal challenges affecting the revitalization of the creek language and which programs can guarantee best outcomes. Finally, research into revitalization programs among Muscogee creek tribes as well as language extinction in the mainstream culture could improve the existing literature.

In view of the proposed future direction of this research, there is a need to consider certain ethical concerns in order to protect the research participants. Studies conducted on using Muscogee native language need to be sensitive to the customs and traditions of the Muscogee creek culture and its populace. Additionally, approval must be sought from the Muscogee creek culture and other relevant authorities prior to examining the above-mentioned research areas. This is attributed to the fact that Muscogee creek population in the United States tend to be pre-cautious when sharing part of their customs.

### **Language attitudes and the Revival of the Creek Language**

Language has been linked with one's culture and how one interacts in the environment. The attitudes held by members of a community is revealed through symbolic use of a language. However, Muscogee creek culture is an exemption. This is attributed to the fact Muscogee Creek language forms part of six other languages utilized by the Muskogean family to support their enterprises and statesmanship. Language constitutes a core cultural value that has been adopted by various groups, institutions and communities as a form of issuing instructions, passing knowledge and skills from the older generation to the younger generations Arredondo,

M. M., Rosado, M., & Satterfield, T. (2016). Some groups have used it as a form of identity; therefore, assimilating with other groups has led to erosion or integration of some elements.

The attitudinal inclination towards a certain language such as English over the Muscogee creek language has extensively influenced the revival of the Creek language. Additionally, most of the language transition programs have been failed to achieve its intended objective. Some of these attitudes can easily be altered while others cannot. In most case an individual may not acknowledge that they have a convinced attitude unless when it is triggered by a certain situation.

This section of the study examines the attitudinal challenges facing the revival programs of the Muscogee Creek language supported by various language transition programs. In this case, outcome of this study will be restricted to only three generations namely younger, middle, and older generations. Additionally, the study will examine how these attitudes have impact of the ability of the interest groups to revive the Creek language. After examining the impacts on the identified interest groups, the paper presents various options and resources, which can be used to support the interest groups to guarantee the success of revitalization programs.

### **Attitudinal challenges facing the revival programs**

The attitude held by the community can oppose the ability of the interest groups to revive a language without the presence of living speakers who can facilitate the entire process. In other words, the community members create an impression that revival of a language is practically impossible when certain conditions are not present.

In the study, it was noted that the different groups selected (three different generations) supported different ideologies regarding the extinction and the revival of the Creek language. Most of the generations examined indicated that there is a need for the members of the interest

groups to develop interest and passion in order to learn the language. The middle generation separately portrayed a negative attitude towards the most of the efforts which are put into reviving the creek language. They attributed this to the fact that most generations heavily depend on the older generation to understand various aspects of the Creek culture.

From the perspective of the speakers, there are various challenges that are presented to the revival of a language. In this case, the speaker's attitude towards the revival of the creek language is perceived in terms of what the members of a group say regarding the language, the use of the language, the various activities the speakers engage in related to language revival, and how they converse with others in their social settings. The variation between members who hold a positive attitude towards a language as illustrated in the activities and their use of the language forms a critical focus, which can directly impact on the revival process of a language.

The association between attitudinal challenges and how they influence the revival of the creek language has been emphasized in a number of occasions. It was noted from the result obtained that participants who had positive attitude towards a language, its speakers, and the culture associated with it, were considered to be more responsive towards the revival of the language as compared to those who had negative attitudes. This suggests that there are few creek language speakers and revival environment as compared to other languages such as English. This As such, most of the members of the revival groups have adopted the enthusiasm of Creek language speakers to abandon the language.

Most creek language speakers view the language as only part of their historical heritage which does not contribute much to the current economic and social activities as opposed to other languages such as English, Spanish among others. One need to bear in mind that language cannot be disassociated from the socio-economic activities practiced by its speakers. For this

reason, the revival of the creek language among the interest groups is heavily dependent on its ability to change the perception of the members on how Creek language can be used.

Various transition programs have also suggested that variation in the social classes has been associated with learning outcomes, learning the second language and changing attitudes. In order to fully comprehend the outcomes, there is a need to consider the fact that social class is underpinned by the occupation of the parent or guardian. It has been argued that the critical success factors in evaluating the outcome of the language revival programs has been based on various socio-economic indicators such as the values adopted by the parents, attitudes towards learning, thinking. In this case, the attitude adopted by the parents towards the use of Creek language is considered as critical element. Results indicated that Creek language was never used by the parents to communicate to their children. This suggests that there were very limited opportunities that presented themselves to use Creek language within the home environment. The learners also tend to have a lower perception of their capacity to learn and use Creek language in accomplishing most of the assigned tasks as compared to their languages. Therefore, members of the interest groups are less likely to use Creek language to interact with others within and outside the learning environment.

From the results, it was noted that the middle generation consisting of child-bearing individuals or parents had adopted the integration of other languages and the Creek language to communicate with their children. This suggests that the majority of the parents do not support the learning progression of the Creek Language among the members. Additionally, the parents did not support the development of a positive attitude towards learning the Creek language. They are less prone to pay tribute to their children's accomplishments using other languages as compared to the creek language. They are also less likely to assist their children with their



homework that involves the use of the creek language. These attitudes can be attributed to two reasons. First, it is not feasible for both instructors and learners to formulate realistic goals outside the learning environment, which can support the revival of the creek language.

Additionally, the teaching style and the availability of learning materials are limited to the classroom environment, making it more complicated to recognize appropriate settings in which creek language is more conceivable. Second, the range of reliable creek language resources for learning purposes is too low as compared to other commercially-produced resources written in other languages such as English.

### **The impact of attitudinal challenges on the revival of the Creek Language**

The limited view of the creek language by the members has exacerbated the revitalization of the language. Apart from the limited learning materials, Creek publications have been restricted to historical account of the rise and extinction of the Muscogee Creek culture. This is in line with the fact that individuals and institutions have reserved creek language for ceremonial use only creating the notion of linguistic tokenism, which requires the use of more than two languages to communication such as road signs among others. The problem associated with this situation is related to the attitude towards the creek language. As a result, the Creek language has strongly been sidelined. Despite the fact that they support Creek language revival, there is some indication that the members do not want anything to do with the revival. On the other hand, Creek language speakers have been viewed with too much suspicion. This suggests that the revival of the creek language has been confronted with internal resistance and discord from the members of the various groups.

These attitudinal challenges have presented various challenges to the revival of the creek language. Some of the impacts of these attitudinal challenges towards the revival of the Creek language include limited interaction among the members, absence of government policies on the preservation of the Creek language, and the teaching style adapted for teaching the language. This has been attributed to the lower number of native speakers of the Creek language (individuals who consider Creek language as the first language). Additionally, there is the perception that Creek language is more complex to learn since the level of difficulty associated with syntax, pronunciations, orthography, idioms and phrases is quite high as compared to other languages such English, Spanish, French among others. This is attributed the increasing variation between the spoken and written Creek language. The level of difficulty has significantly contributed towards the avoidance by many individuals to take part in the revival of the Creek language. The young generation, as a result, have come up with an ‘inferiority complex’ that is associated with so many grammatical errors of the creek language.

### **Approaches which can support the interest groups**

Probably, blame for the failure of most revival programs can be attributed to the speakers themselves. This is attributed to the fact that most language policies have adopted inept approaches for reviving a language. A large percent of the problems facing the revival of the Creek language has been placed on the educational system as opposed to the daily life of the members in their home environment. It was noted earlier that successful revival of a language depends on its ability to emphasize its usage within the home and classroom context. However, there has been very little progress that has been made towards language revival in these two contexts.

From the attitudinal challenges examined, there are various approaches and support that can be employed to improve the revival of the Creek language. These include the use of effective policies, providing funding to the education to support its revival among the younger generation and knowledge documentation held by existing speakers so that they can form a basis for others to learn or criticize. The outcome of these approaches is dependent on its ability to be applied in different environments.

### **Conclusion**

The main aim of language revival programs within an education context can be tracked back as early as 15<sup>th</sup> century when English was merged with Muscogee Creek language Arredondo, M. M., Rosado, M., & Satterfield, T. (2016). Over time, the language has been eroded and replaced with other which can support other functions apart from business and statesmanship.

From the examination of the attitudinal challenges affecting the revival of the creek language, there are numerous problems that have been highlight which affect the outcome. The attitudinal challenges were examined in relation the outcome obtained from language extinction of the Muscogee Creek language. Some of the problems which were observed included poor planning, inability to socialize, and applicability of the revival plans to both school and home setting among others.

It was also noted that attitudinal challenges affecting the revival of the Creek language has been attributed to other languages such as English, Spanish, and French among others. These languages have put more emphasis on the provision of documentation, teaching style, interest and support to increase its usage in various socio-economic activities. The paper discovered that possible solutions which can be used to improve on the attitude towards language revival

programs lies in the formulation of proper language policies based on the notion that the speakers' behaviors and the existing conditions tend to influence.

To revive Creek language, there is a need for attitude held by different individuals to be altered within a particular context such as members of the interest group, community members among others. The language must be spoken efficiently to enable even children to understand it as quickly as possible. Increased interest and support for the transition programs is expected to increase awareness of the language within the public. The positive attitude present towards creek language implies that it is more likely to be used a symbol represent the identity of a nation or state. On the other hand, the negative attitude can easily erode this identity.

## **Chapter VI: INDIGENOUS LANGUAGE ENGAGEMENT STRATEGIES**



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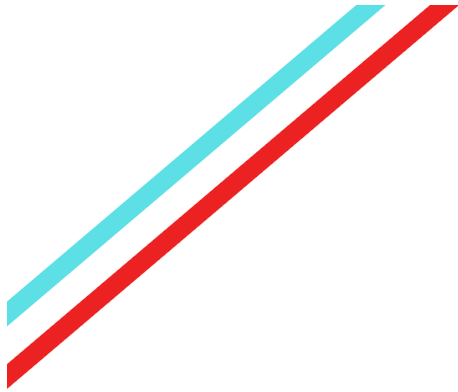
**Strategic engagement for planning to increase the engagement of those who may have an interest in learning the Creek Language.**

## INTRODUCTION

*A good society takes part in engaging and listening in order to maintain healthy relationships with other communities.*

It also creates a room for thorough investment by ensuring the investment meets the ambition and requirements of the community (Bakker, Demerouti, & Lieke, 2012).

It takes part in creating trust within a society to enhance its quality enough to build the capacity of the community by strengthening its democracy.

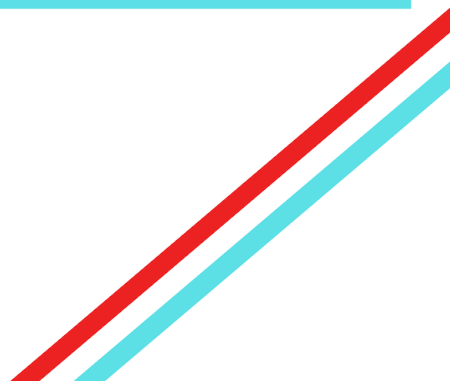


## What is the authentic definition of community engagement?

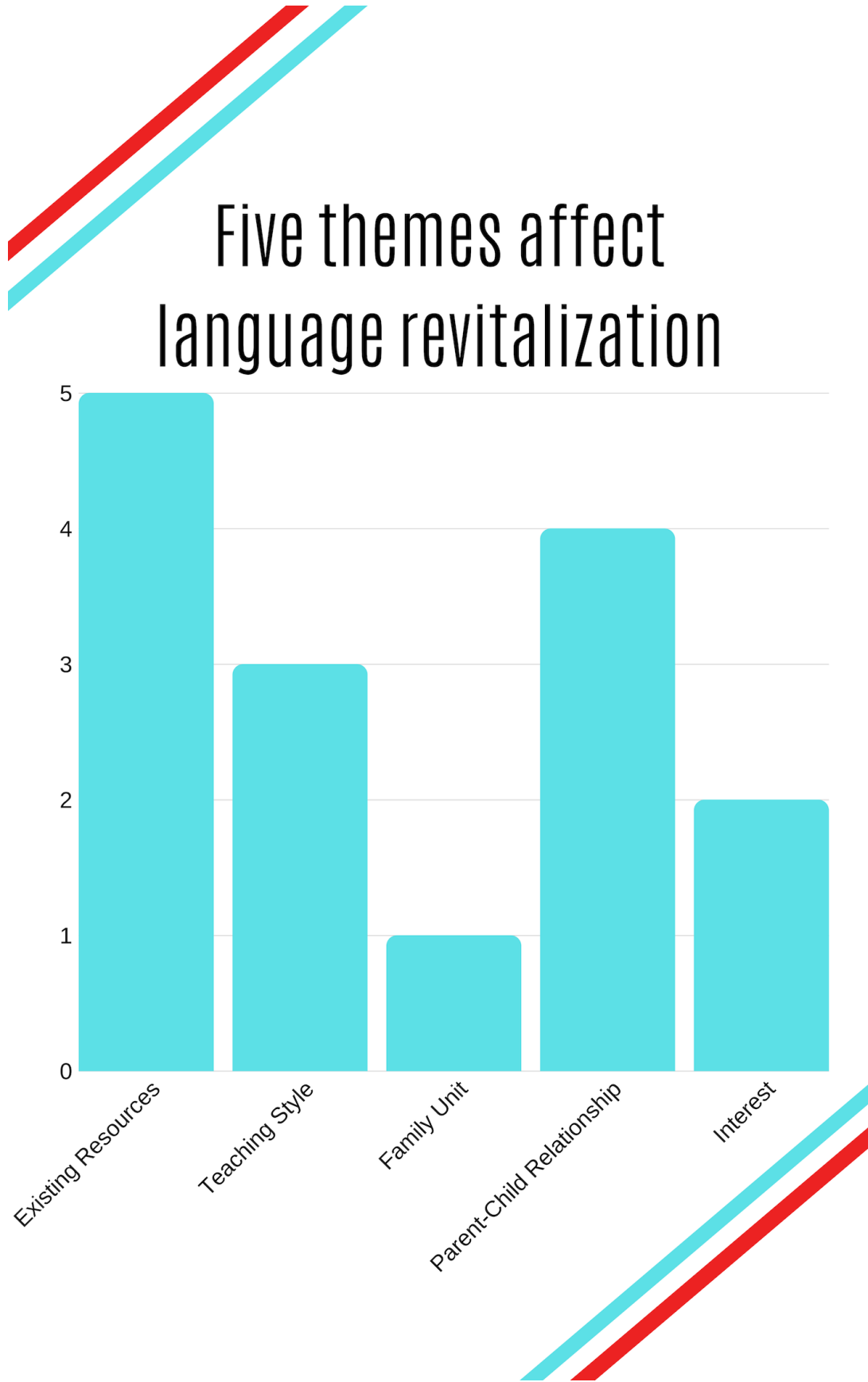
**It is a process where a certain identified group in society is given a chance to distribute ideas that will enable the society to make a solid decision that will improve the living standard and meet the needs of the community at large (Borg, 2003).**

**It is a platform that allows any individual in the community to implement their ideas while strengthening their trust within the society and also the council.**

**This is aimed at inspiring, motivating and impacting them to find their place within the community.**





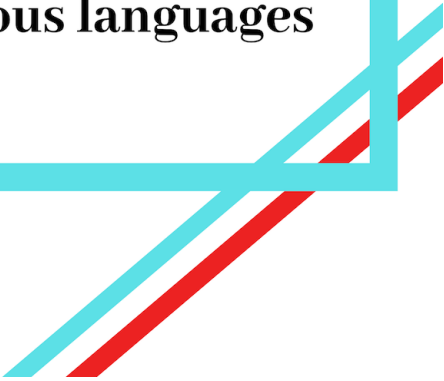




# Framework Target

**The framework is designed to help the people in the community their appointed task despite (Carini, Kuh, & Klein, 2006).**

**It helps the community to understand and know exactly the procedures on how and when to engage while enhancing the approach towards the revival of the Indigenous languages**





# FRAMEWORK AIMS

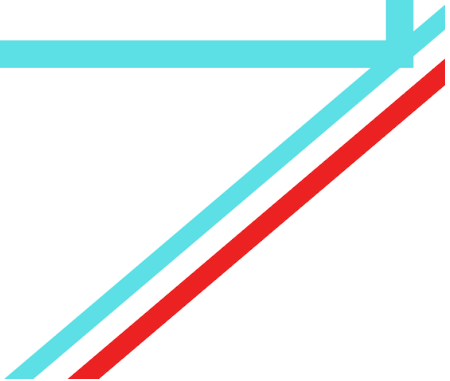
- \* Ensuring that society has the ability to complete language tasks**
- \* Making sure that the ideas and compliments from the community are taken with seriousness and used to enhance policies, plans and goals formulated.**
- \* Enhancing the trust and bond of the relationship in the society by making sure the community takes part in each and every event.**
- \* Formulating opportunities that will enable the community to learn the language**
- \* Developing a communication system that will ensure all the groups in the community receives updates**
- \* Making sure that the language events within the community are being planned, promoted and coordinated.**



# Language Training

According to the researched data, only a few percentages of the population in Northern America speak their original language, a higher percentage is making their effort in rejuvenating their original languages (Miller & Rollnick, 2012).

Many communities have different races; this brings the comparison in languages according to their various origins, a public institution, and cultures. Most of the societies are taking effort to train and develop a bigger percentage of individuals in the community such as the youth and children; this will enhance efficiency in communication (Savignon, 2007).



These developing programs will enable trained and qualified teachers to comprehend and distinguish different structures of languages for instance; strategies and tactics in conveying information, the national language in regardless of their original language, different ways in formulating assessments, required material and lastly the curriculum skills (Samson & Collins, 2012).

New language renaissance programs have been invented in Florida and Oklahoma to enhance the skills of those individuals who are interested. These programs are aiming at enhancing similar languages in Florida and Oklahoma as well as conveying a common philosophies lecture. (ONLA) the Oklahoma Native Language Association is making some effort to offer language training services for interested teachers (Samuda & Bygate, 2008).

It has come up with many linguistic sessions to implant quality skills and major teaching methods within American society at different parts of Oklahoma from 1996.

## Language Training

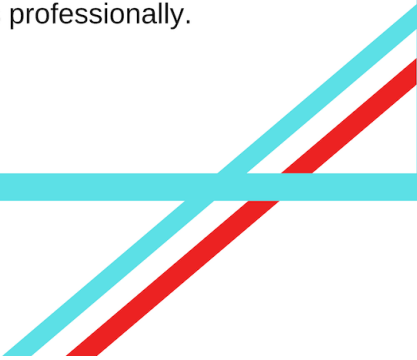


# Language Training

The same activities also took place in Florida, in which most language educators showed much interest by attending the sessions consistently without procrastination of any lesson; this has led to an increased number of qualified teachers within the community (Bakker, Demerouti, & Lieke, 2012). Most of the teachers have experienced a hard time in attending the lessons because of the tiresome long-distance journey and lack of support from the government. Language trainees being not only the case but most of the lectures have also experienced the same barrier.

In the year 2002, Seminole Tribe of Florida, as well as the Ford Foundation, funded the programs enabling it to continue, furthermore, almost 70 individuals benefited from the program resulting to 9 undergraduate scholars, 5 graduates and lastly those applicants who had interest in developing teaching skills professionally in language sector (Carini, Kuh, & Klein, 2006). The attended session aimed at educating and equipping individuals within the community with quality knowledge and insight on how to schedule the lesson, convey the knowledge, apply the given instruction and comprehend the syllabus (Coyle, Hood, & Marsh, 2010).

Language trainees in Florida and Oklahoma had a chance to interact with specialists in the language department, which enabled them to gain a piece of solid information as well as understanding the linguistic backbone hence enhancing and build their skills professionally.

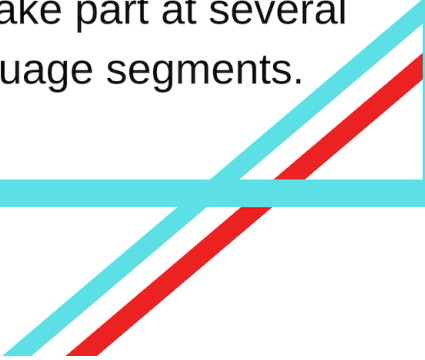




# The Next Steps

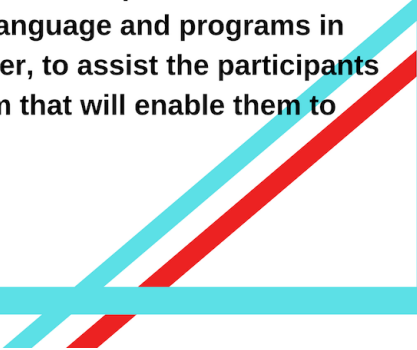
Through the seminar, most of the participants were converted into speakers, quality teachers with enhanced skills in teaching, research, and language literacy development (Metallidou & Vlachou, 2007). Most of the participant showed more interest in wanting to advance further their knowledge in curriculum and teaching language (Samson & Collins, 2012).

Due to the positive compliment from the participants towards the ending of the seminar, the Ford Foundation was motivated to formulate another section of seminars that will take part at several regions divided into 8 language segments.





# The Next Steps

- 1. Accomplishing programs such as material enhancement, language curricula and several lessons in the intended time (Samuda & Bygate, 2008). The participants will have to continue formulating related materials according to different languages in order to enhance and fulfill their ambitions and expectation. The material may be formulated by the used of the computers, the teacher, scholars or by the use of the hand.**
  - 2. Explaining the complexity in the indigenous language pattern, this will help to enhance the creativity of the applicants as well as helping them to figure ways on how and where to apply their knowledge in various linguistic structures.**
  - 3. Ensuring all the participants gain a solid insight into diverse curriculum and language acquisition according to different segments.**
  - 4. Helping the scholars to assess their activities whether they are healthy for their ambitions and goals or time wasting, moreover, aiming high to help the participant in understanding the evolution as an opportunity to enhance the current programs.**
  - 5. Helping scholars to understand diverse techniques and tactic in teaching in relation to various indigenous language and programs in society (Zhao, Kuh, & Carini, 2005). Moreover, to assist the participants in building their skills by creating a platform that will enable them to practice accordingly.**
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## APPENDIX A

I am seeking your permission to conduct audio-taped interviews to gain insight on the issue of the decline of the Creek Language. As a student in Educational Leadership Doctoral Program at Lynn University, my research interest is in the area of the preservation of the Muscogee Creek Language. The title of my study is: *Revival of the Muscogee Creek Language Through the Development of an Indigenous Language Interest Group*.

The instruments that will be used to conduct the study include: Research questions (3 questions) with 3 total questions and an audio recorder. In a pilot test, it took participants no longer than 30 minutes to complete the interview. Please find a copy of the research questions attached to this email. The interview will be completely anonymous.

Please find a copy of the interview questions

APPENDIX B

## Research

### Study participants needed

### For Interview

**Tomasina Gilliam, a doctoral student at Lynn University**

#### Who

**Language Interest Group Adult Participants:** volunteers to complete an interview on the contributing factor that may affect the decline of the Muscogee Creek Language

#### What

Participating in a 30-minute interview regarding their insight on the issue of the decline of the Creek Language

## **Title**

*Title: Revival of the Muscogee Creek Language Through the Development of an Indigenous Language Interest Group.*

## **Benefits and Risks**

Benefits & Risks: THIS INTERVIEW IS STRICTLY VOLUNTARY

This interview is completely confidential, pseudonyms will be used.

There are minimal risks, such as possible stress from answering questions regarding the decline of the Muscogee Creek Language. At any time, participants can exit the interview and choose not to participate. Choosing not to participate will have no negative effect on the participant's work or education. There are no benefits; however, participants may enjoy answering questions. By participating in the study, you will be benefiting research in the area of the preservation of the Muscogee Creek Language.



## APPENDIX C

### Research Questions for Interview

1. What meaning does language extinction have on the Creek culture?
2. What factors have led to the loss of the Muscogee Creek Language in Florida?
3. What factors have contributed to good relationships between instructors of the Muscogee Creek Language and their Native American students?

APPENDIX D  
INFORMED CONSENT

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study. You should be aware that you are free to decide not to participate or to withdraw at any time without affecting the relationship with the researcher or study.

The purpose of this study is to gain insight on why there is a decline of the Muscogee Creek language from those who are actively speaking the Creek language. The study provided information as to what factors that may have caused the decline of the Muscogee Creek Language. The information gathered from this audio-taped interview may help to preserve the language for the future. After the audio-taped interview is conducted, you may be contacted to review the information you provided at the audio-taped interview for accuracy. Participating in this audio-taped interview will have minimal risks such as possibly feeling uncomfortable or anxious if certain areas are discussed. Any at time, you may stop the audio-taped interview and choose not to participate. The audio-taped will be destroyed. Choosing not to participate will not have a negative effect on the participant's work or education. This interview does not have any benefits; however; you may enjoy sharing your lived experiences in a charter school setting.

Do not hesitate to ask any questions about the study before, during, or after participating in the audio-taped interview. I will be happy to share my findings with you after the research is completed. The researcher will know your identity as a participant; however, your name will not be associated with the research findings in any way. Instead, you will be given a pseudonym such as Honvnwv (Man) #1, Hoktē (Women) #2, etc.

