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Footprints in Time

# Are urban kids learning Indigenous languages?

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## Why is it important to know about Indigenous kid's language acquisition?

- Language acquisition in the early years provides a basis for socialisation, early learning, transition to school and literacy.
- Indigenous languages are usually acquired as mother tongue. We need to know which languages parents are transmitting to their children if we are to provide appropriate services.



## **Article 13 of the United Nations Declaration on the Rights of Indigenous Peoples states:**

“Indigenous peoples have the right to revitalise, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.”



## What is *Footprints in Time*?

- *Footprints in Time* is a Longitudinal Study of Indigenous Children which is funded and managed by FaHCSIA.
- Based on four years of community consultation and pilot testing, the first wave of interviews took place in 2008.
- Our Indigenous interviewers in eleven sites across Australia conduct face-to-face interviews with the primary carer each year.



## What is *Footprints in Time*?

- Every year we will be interviewing the same parents of Aboriginal and Torres Strait Islander children to see how the children are developing, what they are experiencing and how well they are coping.
- We ask about parental and child health & nutrition, physical & social development, family life and parental characteristics, housing, community, major life events, childcare, activities, culture and language.



## What data is available?

- We will be officially releasing Wave 1 data on 20 October 2009.
- Researchers and communities will be able to request data access for a small processing fee. Available in SPSS, SAS & STATA.
- Data used in this presentation is based on the beta dataset version 2.



## What data is available?

- We will be launching our Wave 1 report soon. It provides a taste of what data we have, and is available free on request.
- We are also feeding key results back to the participants and their communities.



## Who are the *Footprints* kids?

- Total of 1687 primary carers (P1) interviewed (1643 female & 44 male)-  
95% were parents and 3% were grandparents
- Two age cohorts of Study Children (SC):  
960 (approx. 6 - 18 months)  
727 (approx. 3 ½ - 4 ½ years)



## Who are the *Footprints* kids?

- Study Children were 88% Aboriginal; 6% Torres Strait Islander and 6% both.
- Parent 1s were 74% Aboriginal, 7% Torres Strait Islander, 4% both and 13% neither.

(Based on Beta dataset Vtwo)



## **This presentation compares urban, regional and remote Indigenous children in relation to...**

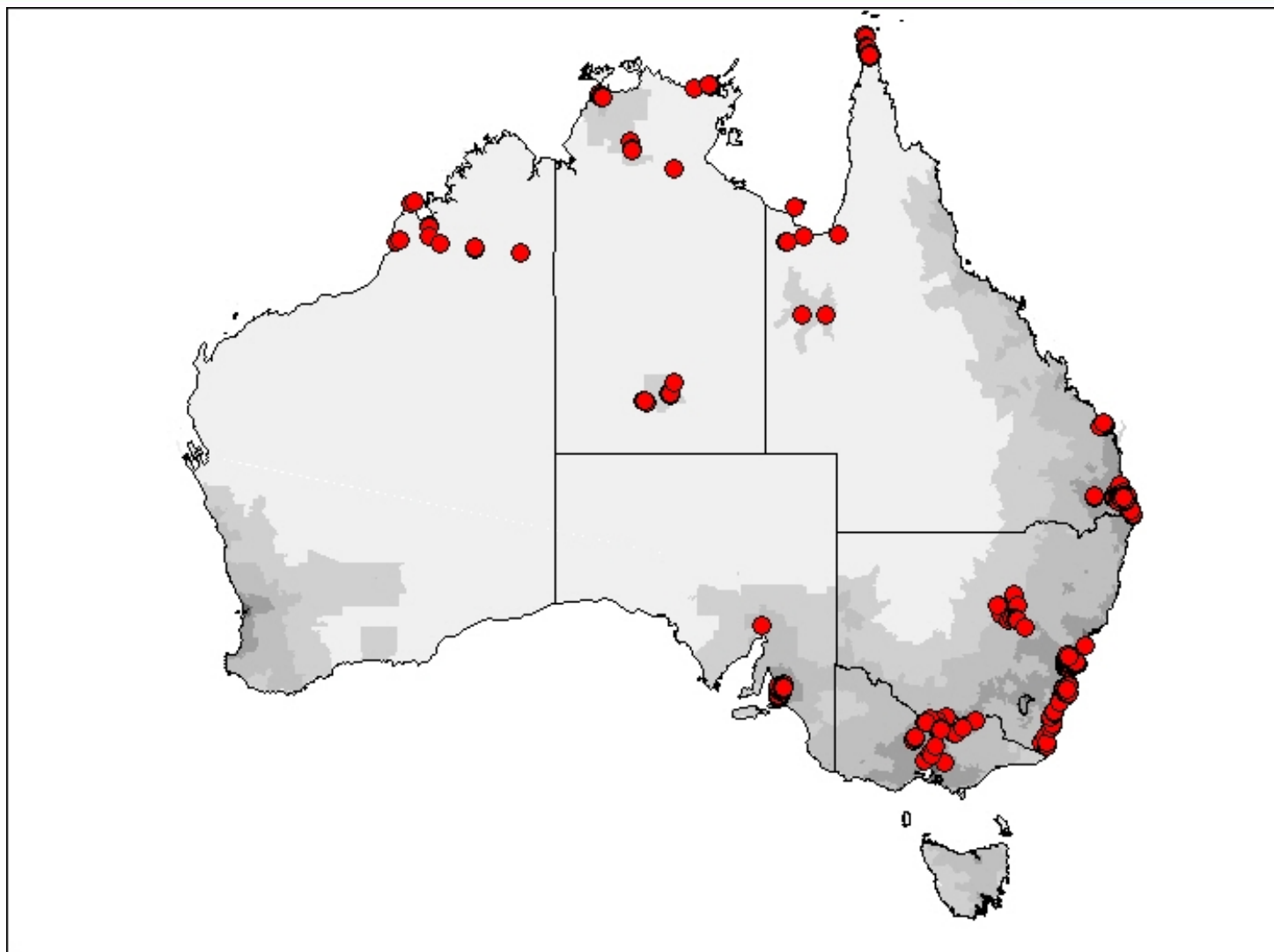
- Bilingualism and multilingualism
- Learning Traditional Indigenous Languages, creoles, foreign languages and English
- Language transmission from parent to child
- Which Indigenous languages are being learnt by children and parents in the study



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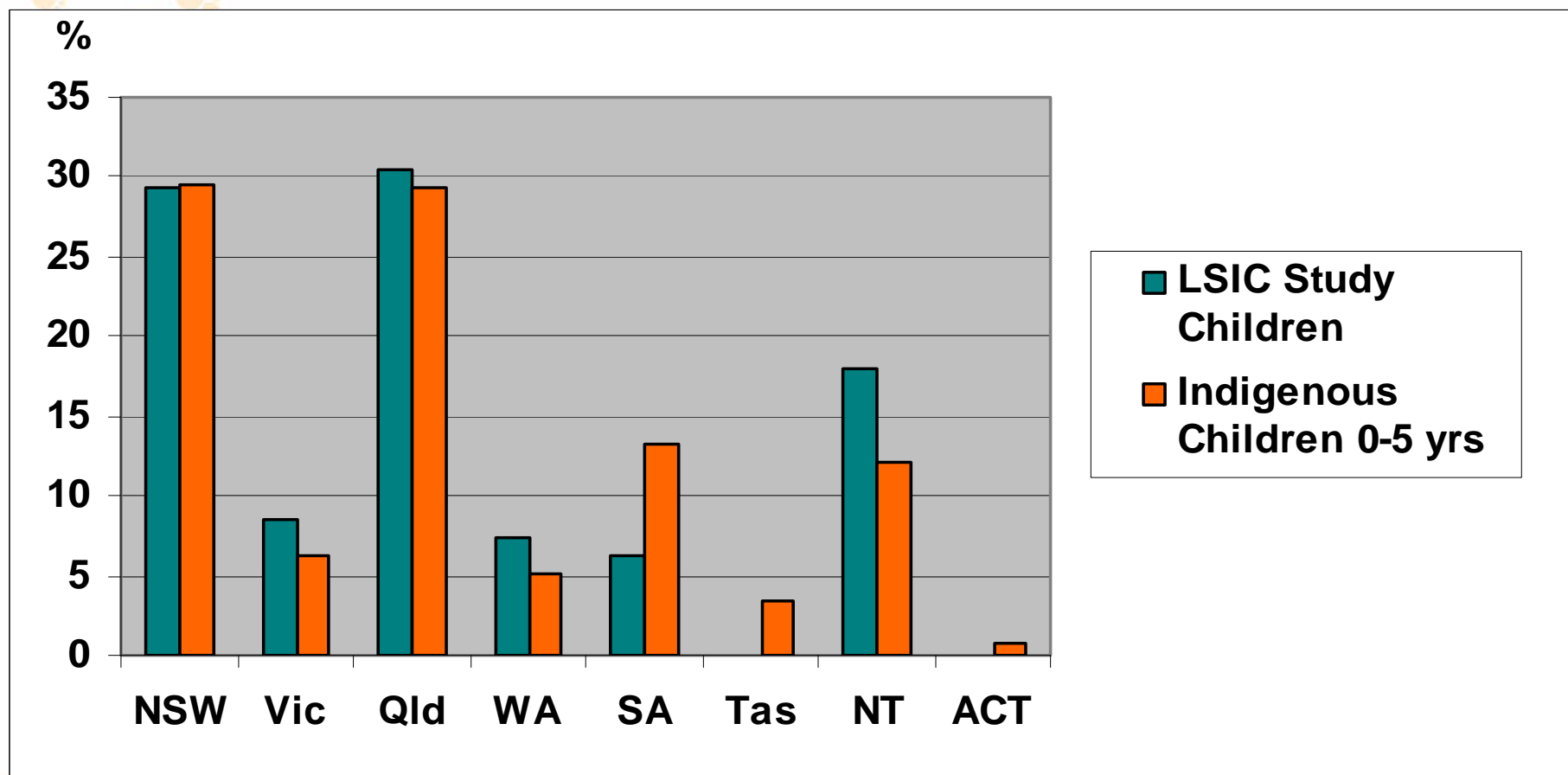


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# Population by State/Territory



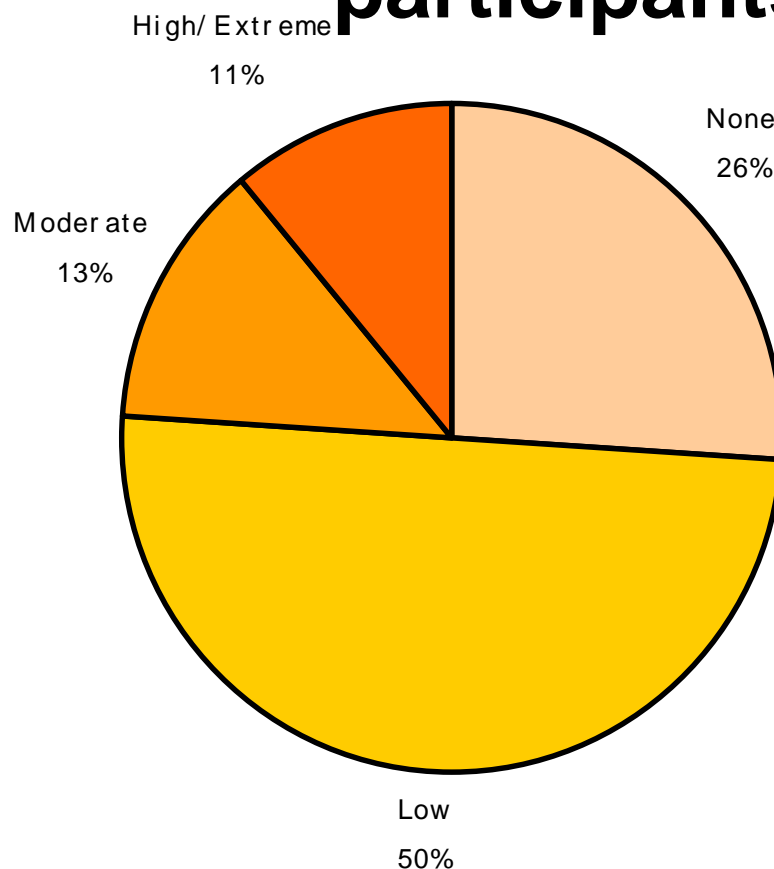


## Level of Relative Isolation (LORI)

- Developed by the WAACHS Survey team
- Based on ARIA++:
  - provides more flexibility in describing variations in isolation within remote regions
  - scores range from 0 to 18
- Can be described by five levels: None, Low, Moderate, High and Extreme

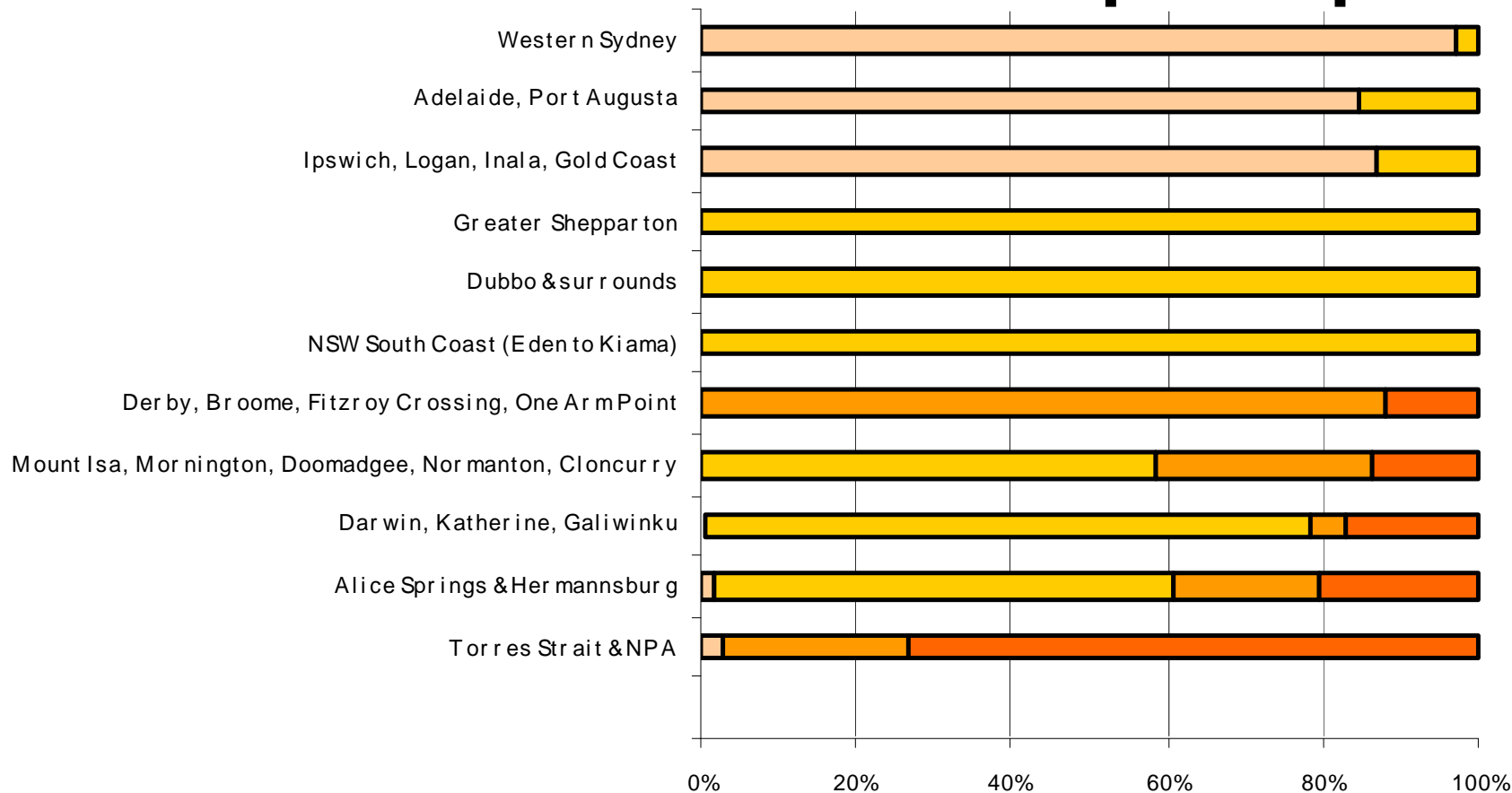


# Level of Relative Isolation (LORI) of participants



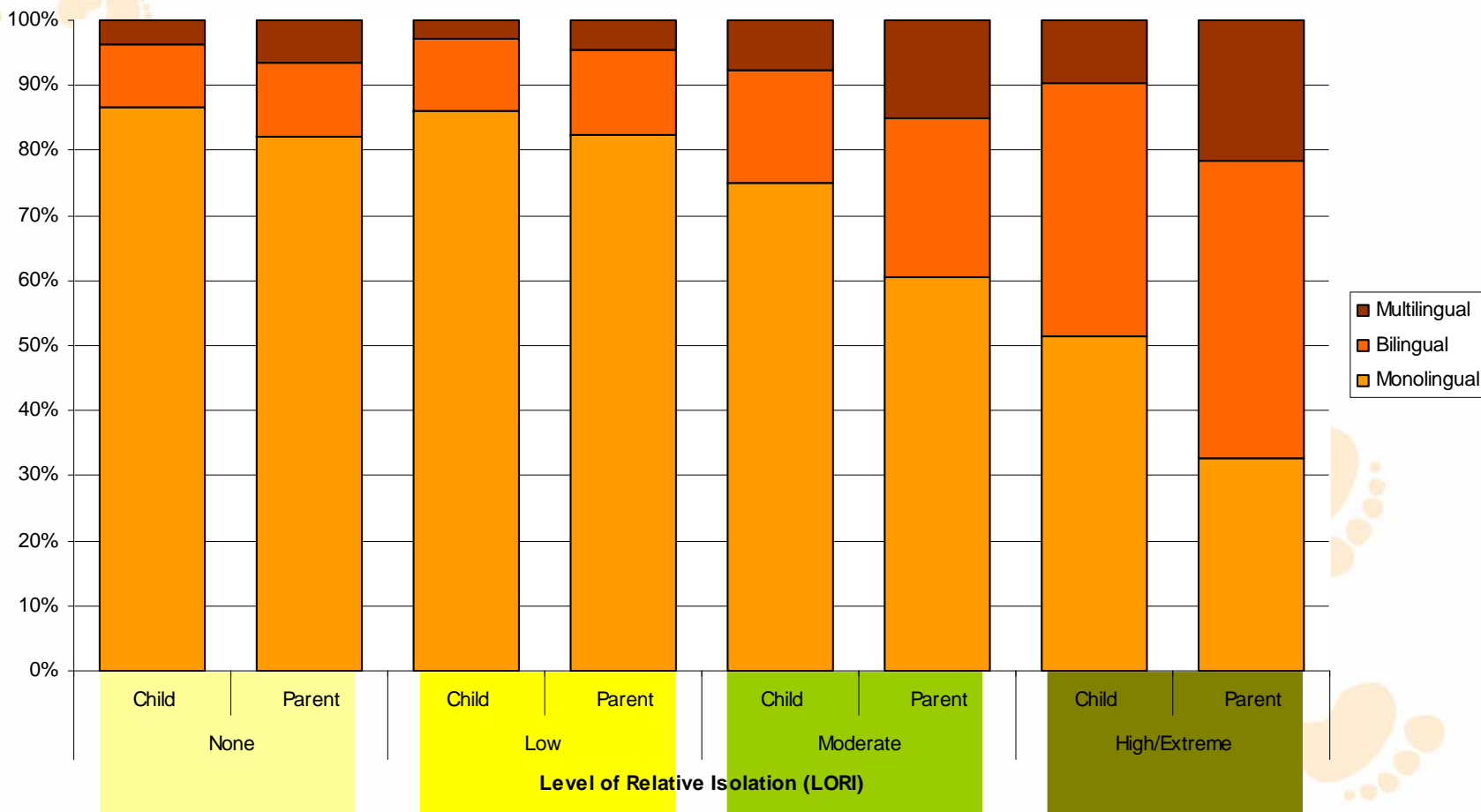


# Level of Relative Isolation of participants



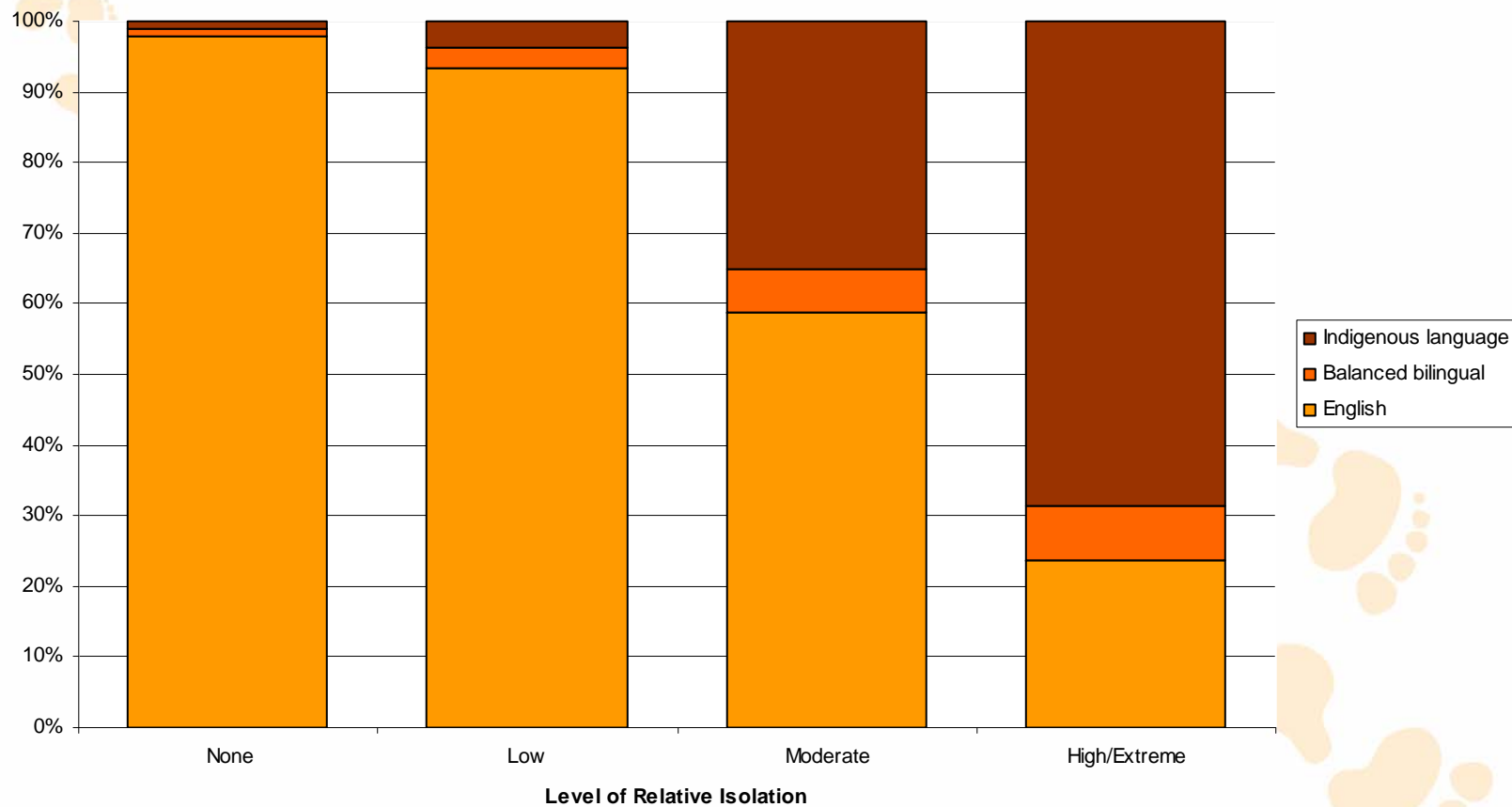


### Percentages of multilingual parents and children (by Level of Relative Isolation)



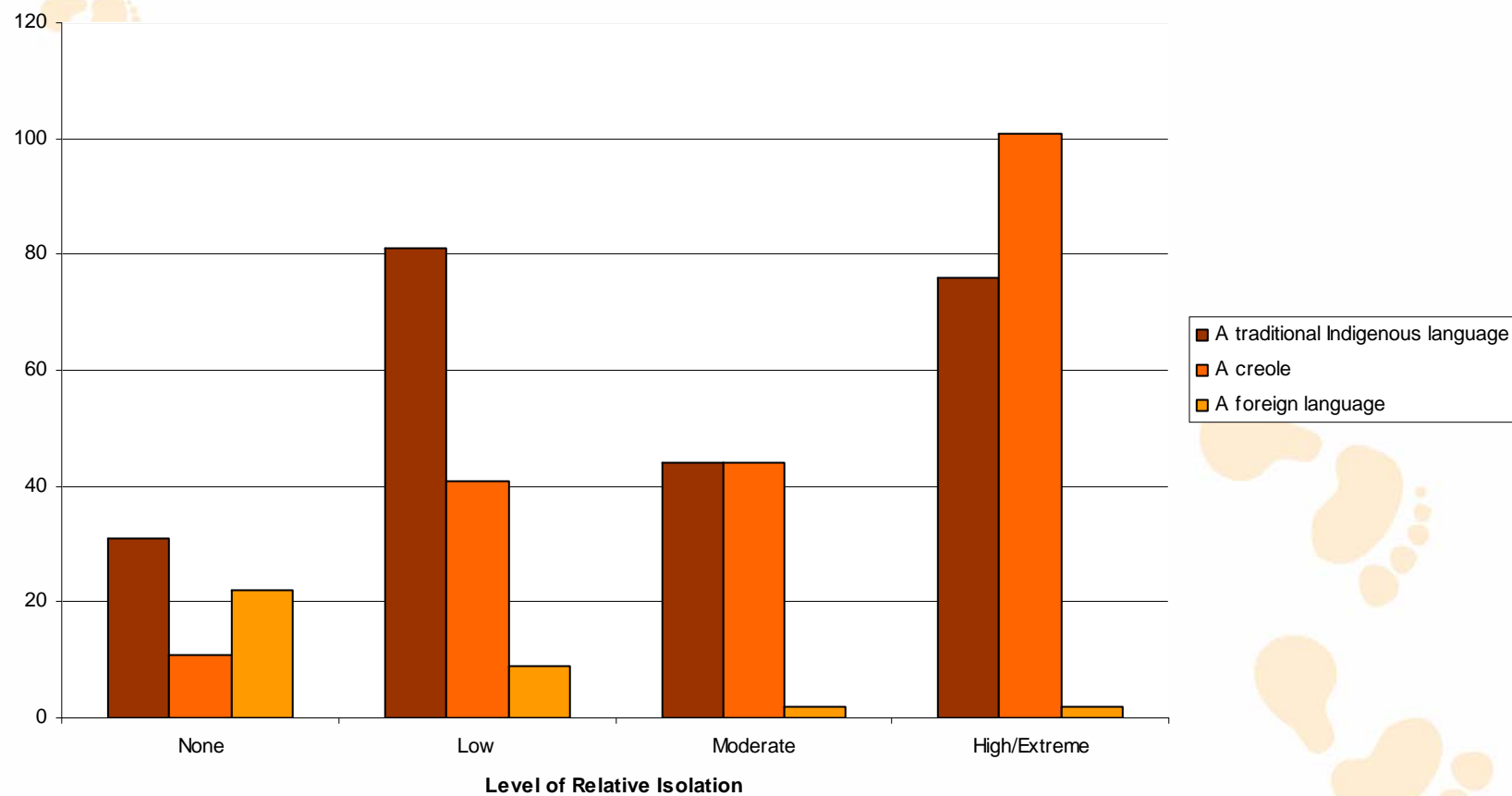


Main language of 4 year old children (by Level of Relative Isolation)



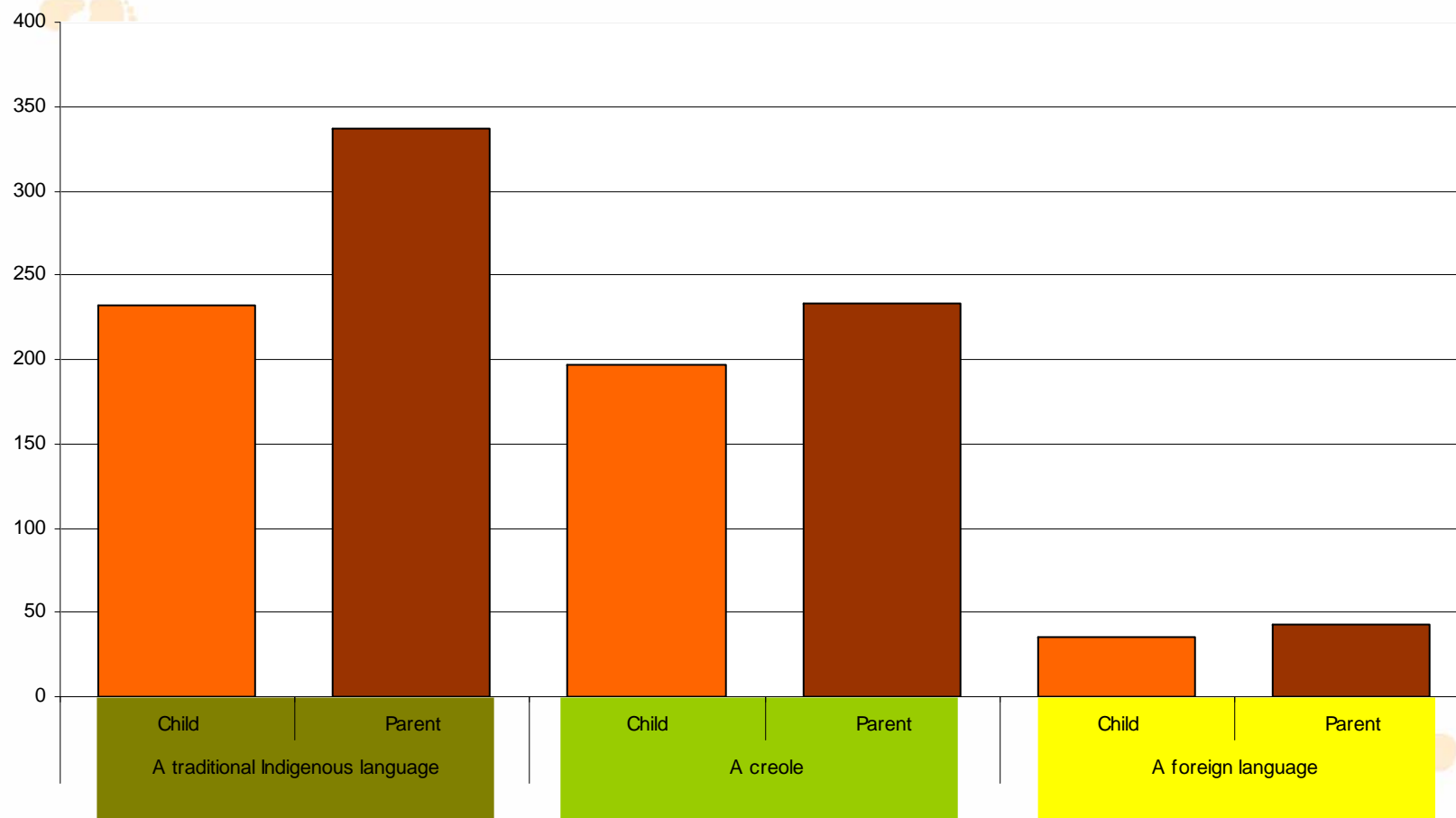


Number of child language speakers (by Level of Relative Isolation)





### Number of parents and children speaking languages other than English





### Study child's tribe or language group- most frequently named tribes

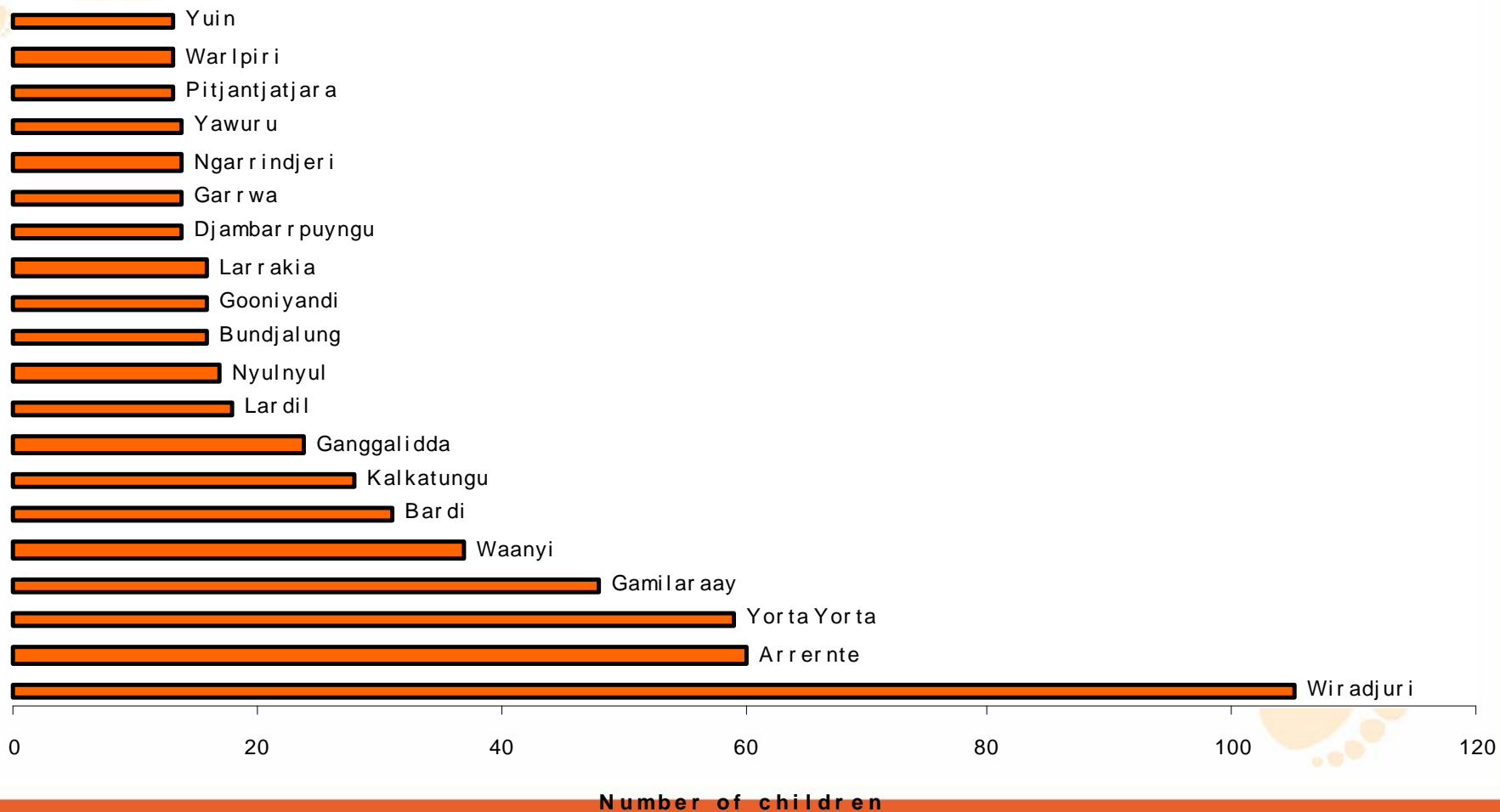




Figure 4: Top 10 Traditional Indigenous languages named in the dataset - number of parent and child speakers.

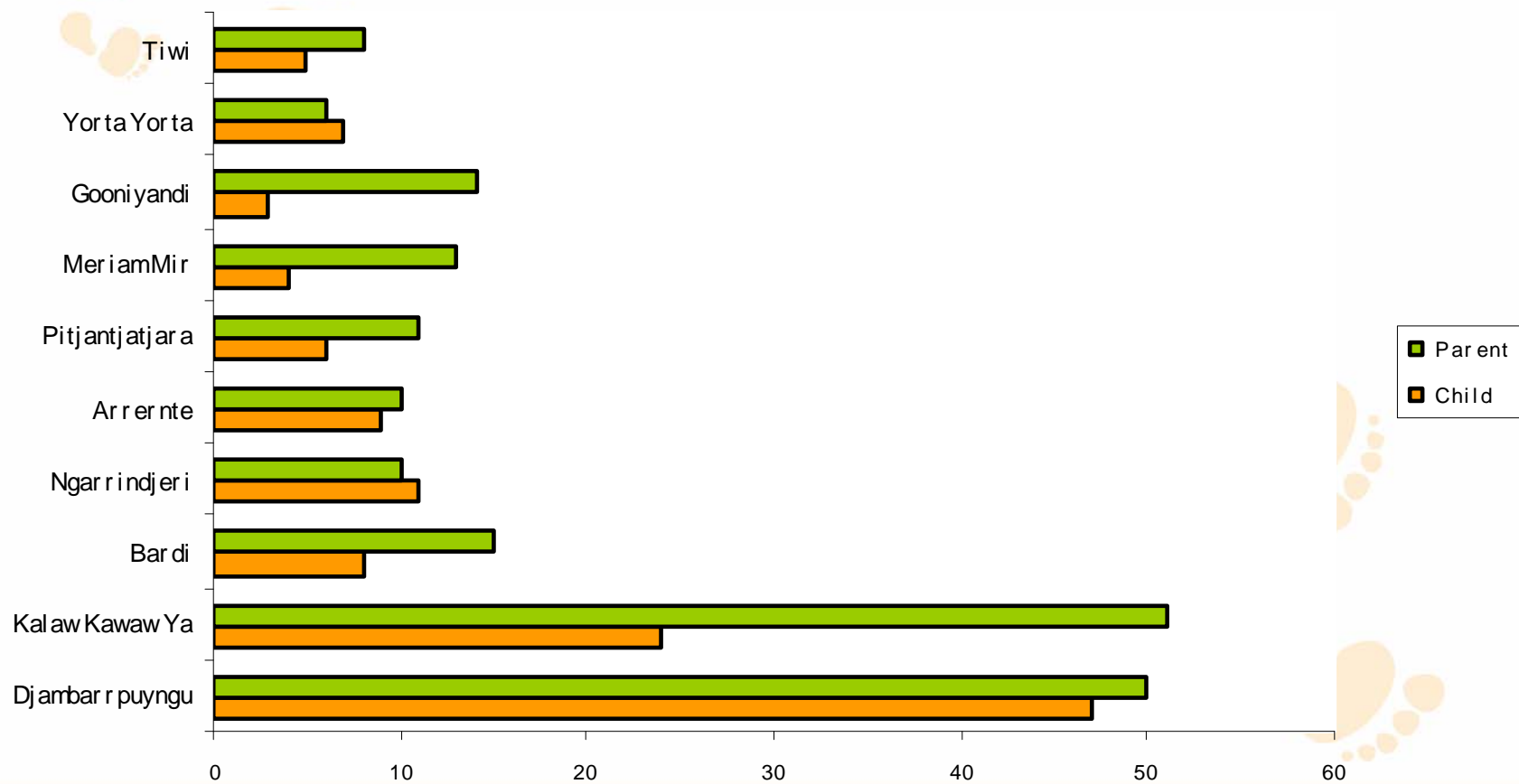
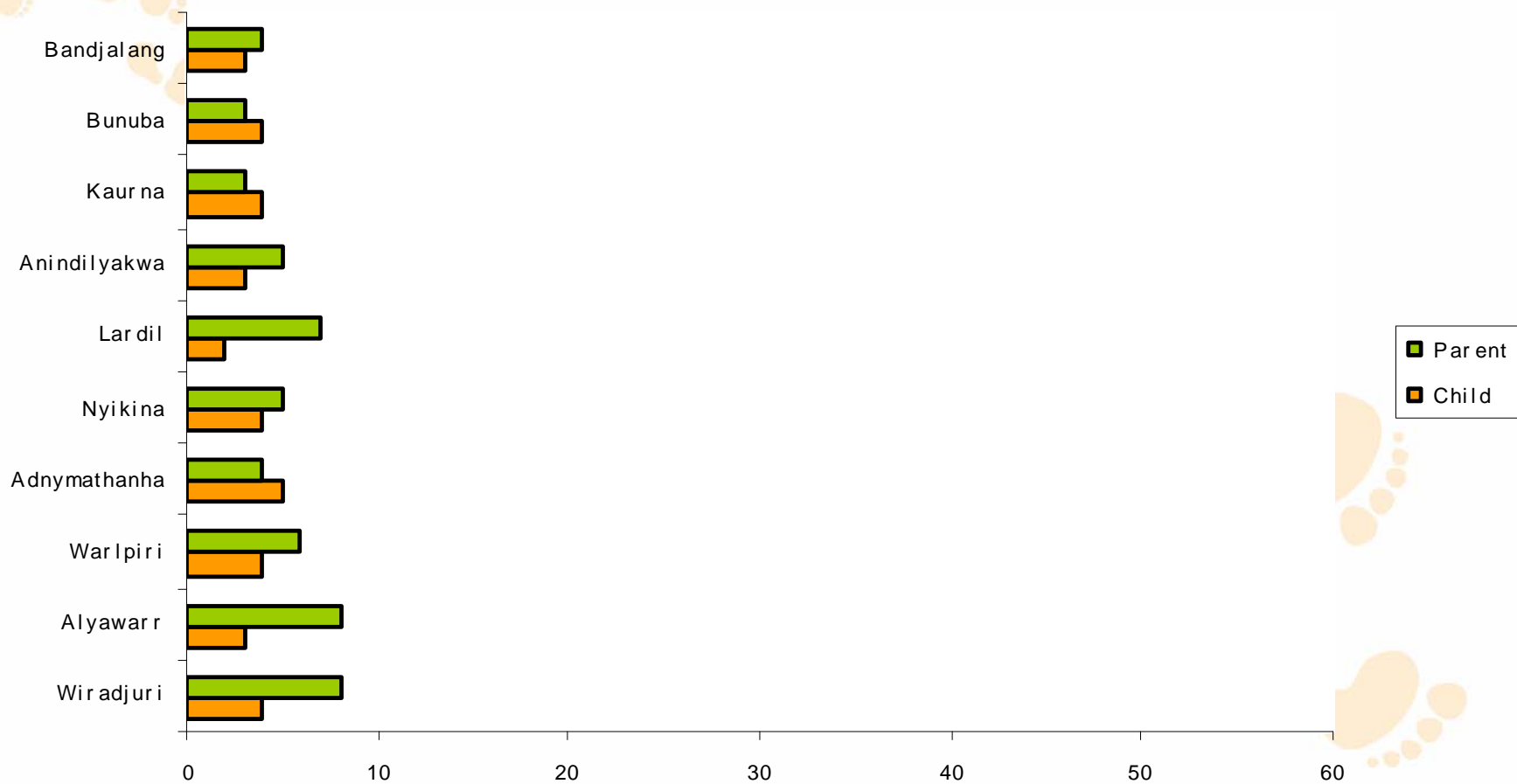


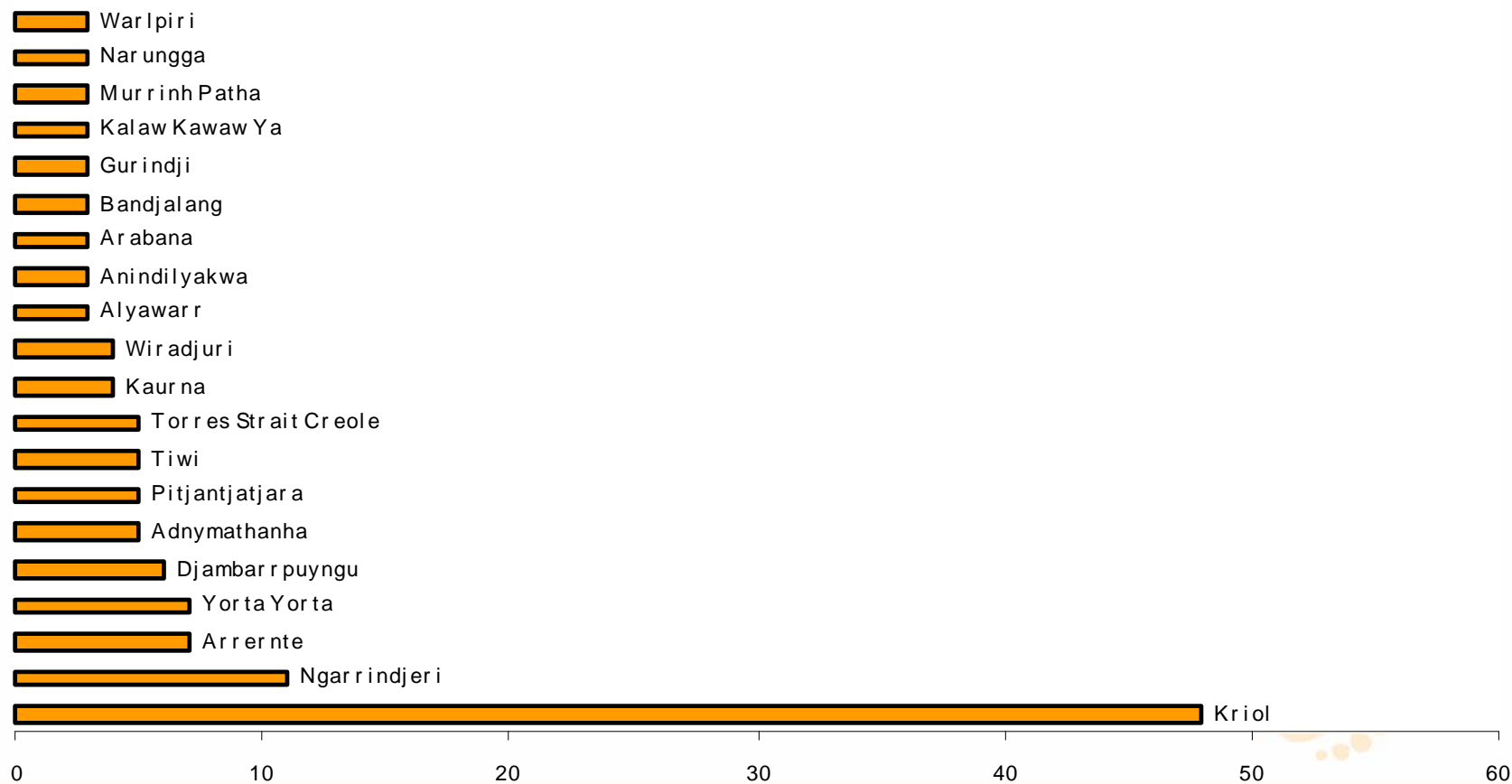


Figure 4: Top 20 Traditional Indigenous languages named in the dataset - number of parent and child speakers.





### Number of children from areas of None or Low Isolation learning Indigenous Languages- Top 20





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# Thank you



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The Longitudinal Study of Indigenous Children

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