

# English Language and Literacy Learning at Home

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**Abstract.** In real life, learning a language is natural as well as instructed. Both types of learning are closely linked to environmental conditions and contexts of use, that is, what and how children learn about language is influenced by where they are, with whom, and for what purpose. This article discusses developing English literacy at home. In home environments where the first language is not English, learning a second language will be more effective when children are conditioned to interact with others in a rich language environment and engage in communication processes in their first language in a meaning-based approach.

Key words: language, literacy, early childhood, English as a second/foreign language

**Abstrak.** Dalam kehidupan sehari-hari, belajar bahasa terjadi secara alamiah dan formal. Kedua jenis pembelajaran ini terkait erat dengan kondisi lingkungan dan konteks pemakaian, yakni, apa dan bagaimana anak belajar bahasa sangat dipengaruhi oleh dimana mereka, dengan siapa, dan untuk tujuan apa. Artikel ini membahas pengembangan kemampuan berbahasa Inggris di rumah. Dalam lingkungan rumah yang bahasa pertamanya bukan bahasa Inggris, belajar bahasa kedua akan lebih efektif jika anak dibiasakan berinteraksi dengan orang lain dalam lingkungan yang kaya bahasa dan terlibat dalam proses komunikasi dalam bahasa ibu dengan pendekatan kebermaknaan.

Kata kunci: bahasa, keberaksaraan, masa kanak-kanak, bahasa Inggris sebagai bahasa kedua/asing

## Language and Literacy Learning: Human Demands, Needs, and Intentions

Babies are born ready to communicate, needing language to get on with living. Their demand is to survive and—in the process—develop a loving relationship with another human being. Even in their earliest cries and babblings, they are beginning to use a language for real reasons: to interact with others and to inform others of their wants and needs. Then their babyese—a kind of

universal infant language—is left behind as they grow and enlarge their language to incorporate the well-known sounds, words, expressions, phrases, and stories of the spoken and written language of their culture. The human quest to acquire and learn language could be described as a "whole series of little inventions and discoveries" (Luria, in Parker, 1983; Neuman and Roskos, 1993). Commonly referred to as a "natural" process, language learning (or acquisition, in Krashen's definition) happens in everyday settings which are meaningful and