



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
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PUSAT BAHASA

Jl. Soekarno Hatta No. 52 Bangkalan Telp/Fax. (031) (031) 99301078 / 3092325

e-mail: admin@stkipgri-bkl.ac.id website: www.stkipgri-bkl.ac.id

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NIDN : 0723078802

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Arfiyan Ridwan, M.Pd
NIDN 0723078802

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Biosentrism in Ecolinguistic Based Language Learning

Mariam Ulfa¹

Universitas Negeri Surabaya, STKIP PGRI Bangkalan,
Indonesia,
mariam.18001@mhs.unesa.ac.id

Mintowati³

Universitas Negeri Surabaya, Indonesia,
mintowati@unesa.ac.id

Kisyani Laksono²

Universitas Negeri Surabaya, Indonesia,
kisyani@unesa.ac.id

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Abstract

Environment-based language learning is indispensable to build humanist social intelligence. The learning paradigm during a pandemic that changes from face-to-face to virtual face-to-face also changes the environment, which has an impact on learning outcomes, especially in terms of skills so that it requires another environment-based learning orientation. Providing assignments that involve more of the environment can maintain environmental ethics, biotic and abiotic stability, maintain vocabulary related to the environment, and of course, can get to know real because of direct practice with nature. Ecolinguistic-based biocentric learning is carried out by ecologized the learning concept, ecologize teaching materials, ecologize learning methods, ecologizing learning evaluations, so that with the application of ecologization in each of these elements the environment is not lost due to the influence of digital centres. In language learning, CII needs to be applied, namely communicative, interactive, interrelated so that the application of ecology-based learning can run well and environmental balance is maintained

Keywords

Biocentric, Language Learning, Ecolinguistic

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Introduction

Biocentrism is an environmental ethic that views every life and living thing as having value and value in itself so that living things other than humans in this world need to be treated morally, regardless of whether they are of value to humans or not. As a consequence, the universe is a moral community, where every life in this universe, both human and non-human, both have moral values. Thus, [Gudynas \(1990\)](#) states that ethics is no longer only limited to the human community, but also applies to the entire biotic community of humans and other living creatures. Every living thing, both plant and animal, basically has the right to life, as well as the living system. The implication, for anthropocentrism to turn into biocentrism, everything that is hierarchical must be avoided by integrating with and not being on top of other organisms. Ecocentrism, ethics extended to all ecological systems both biotic and abiotic. This view of ecocentrism understands that ecologically living things and their abiotic environment are interrelated, not separate so that human moral obligations and responsibilities are not only limited to living things but also apply to all members or ecological realities.

The ecology of education, according to [Jatmiko \(2016\)](#) is an educational ecosystem that includes several components of the child's environment. So far, it is known that school is the only factor that supports the success of education. However, it turns out that the ecology of education explains that school is not the only factor that supports the success of education, but it is hoped that it will have a big contribution to education because it is curricular. Four ecological principles are widely used as a perspective by intellectuals, scientists, and green activists. These four principles have several consequences [Fraser \(2005\)](#), namely as follows: (1) holistic (holism): ecocentric philosophy, respect for life and nature, rejecting linear solutions, organic change; (2) sustainability: conservation reduces economic consumption without emphasizing growth, constraints on technological development; (3) diversity: anti-capitalist, respect for differences, no single answer to a problem, decentralization, networking, and lateral communication, appropriate technology (lower level technology); and (4) balance (equilibrium): global/local, yin/yang, gender, rights/responsibilities, peace, and cooperation.

In recent years, ecological development has continued to expand. From the early development of natural ecology to today's cultural and spiritual levels, the position of the humanities in ecology has gradually emerged. Besides, ecology is no longer limited to the ecological discipline but has become a research direction in other disciplines ([Mulyani, Iswahyudi, & Juanda, 2021](#); [Nzeakor, Nwokeoma, & Ezeh, 2020](#); [Sahar, 2019](#)). With the continuous development of ecology, linguistics has gradually been infiltrated with this concept, forming a developmental trend for studying the relationship between language and the environment at any time. In its development, currently, the world is in a circle of a pandemic that has not shown the best solution, so the first way to go is to avoid direct contact and comply with all warnings about health protocols. The biggest impact is on the world of education and learning, which since March 2020 has been transferred to online learning at home. This action is certainly an initial solution for how learning can continue. The benefits of the digital world are beginning to be felt and are implemented massively. Of course, not all of them can accept and implement it considering the condition of Indonesia which is not fully ready to face the era of all-digital disruption. All had to be replaced by machines so that it could be said to be a digital-centric era.

Biocentrism plays an important role in learning during the pandemic because all learn in an environment that has changed drastically from the social environment of schools and campuses to small areas of the home, only with family, and using digital media. This change has also changed the learning environment. The role of the teacher has also changed with this digital-based learning. Many habits are lost and are not the same when students attend directly to school or campus ([Ahmad, Manzoor, & Zhang, 2021](#); [Muhaimin, 2015](#)). The learning environment that usually applies discipline changes to a more flexible and free, submission of assignments that are usually given a deadline can be submitted a few hours later or a few days later.

Based on these explanations, there is a changing paradigm, namely the learning environment and the ethics of the learning environment. It takes learning that remains ecocentric or environmental based even though the paradigm turns into learning that turns into an online system. Students must remain friends with the environment. Learning that is influenced is language or linguistics. The vocabulary that is usually used when interacting with the environment changes orientation to language related to the digital world because learning is done virtual face-to-face.

The vocabulary used is limited because the environment faced is also limited to a city machine with a picture that can connect indefinitely but cannot be perfect because it is still not as beautiful as meeting directly with teachers, lecturers, and classmates (Abubakar, Abaukaka, & Momoh, 2021; Afreen, 2021; Suard, 2020). In terms of nature, the ecology of language can be seen from two points of view, namely:

A psychological point of view, namely the interaction of one language with another in the minds of bilingual and multilingual speakers;

A sociological point of view, namely the interaction between language and society where the language functions as a means of communication. Both of these points of view can contribute to learning Indonesian, both in terms of competencies that are already owned and which will be developed, as well as in terms of ecology that enriches the repertoire. Sociological, cultural, and ecological issues of language acquisition and learning and the world of speakers are the essence of competency-based and ecological language learning.

Changes in the language environment, of course also the social, humanitarian, and cultural environment, deserve to be studied critically. Likewise, the development of culture in particular, and changes in the values of life which are very global, need to be examined, addressed, and re-evaluated more deeply. This life is always changing and developing to a higher level of civilization and culture. However, in which direction does life move and change, (specifically the change in the role and function of language and the attitudes of its users), that is what needs to be pondered and evaluated. Deeper and more emphatically, the strength of character and solidity of identity as a nation at the national level, and as an ethnic community at the local level, are at stake during change, competition, and struggle between nations. A strong Indonesian character and a strong identity within the framework of the concept of a human being and the nation of Indonesia as a whole, including the linguistic dimensions therein, is a condition of national life that is upheld in response to global challenges and competition. Starting from the information above, it can be concluded that ecolinguistic studies have parameters, namely interrelationship (language and environment interrelation), environment (physical and socio-cultural environment).

Method

This research is a descriptive research type. Descriptive research is research that seeks to provide conceptual explanations and descriptions of emerging phenomena. Data collection techniques in this study were carried out by observation and study literature on the use and existence of regional languages in the middle of the era of disruption. Data analysis in this study used descriptive analysis techniques that explain the results of observations and custom obtained through data collection associated with realistic conditions.

Result and Discussion

Ecologicalization of Teaching Concepts

Ecology classes advocate flexible and diverse teaching methods to stimulate student interest in learning. In ecological classroom teaching, student development not only persists in the teaching of knowledge and ability training levels but also a kind of interactive activity to achieve life development among teachers, students, and the teaching environment. In the process, teachers and students are enjoying the pleasure of the process of cognitive development and life growth (Du, 2012). Therefore, teachers can adopt ecological classroom teaching, use flexible teaching methods and tools, and leave the traditional teaching model "Only teachers say, students listen and make language teaching fun and meaningful. Teachers must let students explore and learn how to learn.

To remind the ecology of language teaching models in tertiary institutions, the most important thing is to conduct ecological research on teaching concepts, and the most important thing is the ecologicalization of teaching concepts by teachers. To realize an ecological teaching concept, teachers should maintain an ecological balance, where the level of professional knowledge and language teaching ability must be balanced. Second, to develop students' ability to use language better, language teachers must first have this ability. In short, under the

concept of ecological teaching, the imbalance of the learner's language skills structure will be associated with an imbalance of the language ability structure of the instructor.

Important components of the teaching ecosystem also include teaching attitudes and their psychological characteristics, which directly influence the psychology of student learning and the effects of learning. Teachers must change the traditional teacher-dominated concept of teaching and become masters of equality. Teachers must value student opinions more, mobilize student initiative, and effectively incorporate quality education into classroom teaching.

Ecologicalization of Teaching Objectives

In terms of ecolinguistics, language is not only a carrier of culture but also an ecological phenomenon. In the past, people's views of the theory of tools and the theory of social phenomena held by language were unable to fully and accurately reveal the essence of language. To make people more aware of the nature of language, try to put language into a complete ecosystem. In language teaching, teachers not only teach students how to use language but more importantly, let students recognize the culture on which language depends. In language teaching in college, it is very important to be clear about the aims of teaching. Teaching in college language teacher classes is not only teachers knowledge of the language, but also penetrates the relevant cultural information carried by the language.

Ecologicalization of Teaching Methods

Currently, campus language classrooms mostly adopt multimedia network teaching methods. This new teaching method not only facilitates teacher teaching but also facilitates learning. Self-study ability is the ability of learners to take responsibility for themselves in their studies, and the ability to solve problems on their own in learning. Ecolinguistics is concerned about the diversity and function of language itself, and only then can language continue to evolve and develop in the long history of human history. Language diversity is reflected in factors such as different countries, societies, and social strata, as well as differences in language users. Therefore, language self-study of learners can reflect the ecological characteristics of language.

Currently, the teaching of grammar, translation, reading, and writing in language teaching in colleges mainly focuses on the explanation and translation of sentences, discourse, and grammar. Hands-on teaching methods focus on cultivating learners to learn languages better in teaching throughout. Communicative methods and audiovisual principles focus on cultivating learners' abilities to listen, speak, and read. These different teaching methods and models together form the ecosystem of language teaching in tertiary institutions. Language teaching reform in universities must adhere to the principle of ecological balance teaching, so that teaching methods and teaching models can be balanced with each other, and can comply with the laws of developing the learner's language skills ecosystem.

Ecologicalization of Teaching Content

The ecologicalization of teaching content mainly includes the ecologicalization of listening teaching, the ecologicalization of oral teaching, the ecologicalization of teaching reading, and the ecologicalization of teaching writing. Ecological linguistics emphasizes that the meaning of language is determined by the context in which it is located. For teaching language listening in tertiary institutions, after completing the main teaching task, the teacher can play regional language songs with the translation, this can not only calm the student's brain but also foster students' interest in learning languages. In this session, the teacher can let the students try to sing, or use important keywords in the lyrics, including verbs, nouns, adjectives, etc. As dictation, reflecting the interactive characteristics of ecological linguistics. The ecologize of oral teaching mainly refers to the learner's exposure to real situations in language teaching in colleges. Creative use of language materials is conducive to bringing learners closer to the native language environment, thereby reducing the learner's difficulty in learning a language to some extent. Indonesian students are very lacking in the language environment. Therefore, the teacher must create a natural environment that is closer to the mother tongue as much as possible in teaching, so that students can speak in a free atmosphere, and promote students to master language communication skills and improve language. The ability to listen and speak relevant linguistic

information to increase interest in language learning, so that students can better understand the uniqueness and charm of language. The ecologization of teaching writing mainly refers to the use of the characteristics of the ecological interactions of language in the language teaching process in universities. Some of the unique work of students can be arranged through multimedia tools to analyze student work, so that students can find content and shape existing characteristics in the work, and discuss content and distinctive forms.

Ecologization of Teaching Materials

Writing teaching materials more creatively, especially writing reading materials that improve students' reading and writing skills, as well as listening and speaking skills using multilingual reading materials, is suggested to take advantage of an ecolinguistic approach. The concept of language environment, an ecology of language (human environment with language and all organisms in its environment), as well as the concept of environmental language, ecological language, are recommended to be used. By paying attention to and making use of the real conditions of language in a certain environment that includes all existing languages, and with the linguistic treasures of the inherited environment such as the treasury of environmental lexicons, expressions, and texts, all of which can be mixed into reading materials.

Ecologicalization of Teaching Tests

Scientific teaching tests can not only stimulate students' enthusiasm for language learning to some extent but also help language teachers improve their professional quality and the quality of their teaching. Besides, teaching tests need to reflect student academic performance in an objective and scientific manner (Doyle, 2013; Fill & Muhlhauser, 2006; Mbeti, 2008; Raharja, 2019). In the process, process management and teacher evaluation play an important role. The evaluation of learners' language learning should not only focus on results but also on the learning process itself. Combining the two is also possible. The total score for the college language course test is 100 points. If a student passes a passing score of 60 or more, the student can earn the appropriate credit, while students under 60 points must retake or retest as appropriate.

Language Learning Ecolinguistics Class

Environmental learning is an effort to preserve and protect the environment and ecosystems of living things that can contribute to the sustainability of a balanced and more harmonious life. In Indonesian language learning, the text materials presented with the theme of the environment are the government's efforts to promote the environment and can integrate education with the environment with language media. Ecolinguistics considers the language learning process as a microecological system, the interaction between students, language teachers, the language and language learning environment, and its influence on language acquisition. In other words, language teaching is no longer a simple teaching behavior, but a language teaching ecosystem. In this ecosystem, the main factors are teacher-centered language learning, language teaching and learning environment in a specific language ecosystem, learner-centered language learning, and language and culture. Learners learn language culture and language knowledge through language and interact with various elements in the system.

The language teaching process from an ecolinguistic perspective is a microsystem of language knowledge and cultural communication through the use of language communication in the process of dynamic interactions between language teachers and language learners. In the process of participating in system building, the language teacher provides language knowledge and existing cultural knowledge to language learners; Language learners acquire and consolidate language and cultural knowledge by participating in construction systems. The language learning process is that under the guidance of the teaching subject, the learning subject acquires knowledge of language and culture and adapts to cultural communication through interaction with language professors and other learners in a particular language ecological environment. Students not only learn language knowledge but also participate in the building of a micro-cultural system to promote an increased knowledge of cultural literacy and literacy so that they can meet the requirements of global economic integration for new talent. Eco-friendly teaching is a dynamic and integrated process to define teaching objectives, create an ecological teaching environment and adopt ecological teaching methods for teaching

subjects; for learning subjects, this is a process of adaptation to language culture in the context of a particular teaching culture (Kymlicka, 2002).

Education in Indonesia has a long history of changing curriculum so rapidly that it does not give the impression of being a dynamic but rather perceived as inconsistency. Even if traced, curriculum changes are carried out not oriented to the needs of the nation, but project-oriented and the will of policymakers (Daryanto, 2013). Often the Indonesian government is trapped by the popularity of curriculum schools, for example, the American version, the Japanese version, or the European version, all of which present a "jump before your feet" condition.

Questioning the Indonesian language curriculum from the perspective of its flexibility in responding to the speed of change, both on a local, national, and global scale, Indonesian people are currently faced with the ecological phenomenon of the Indonesian language (Doyle, 2013; Mbete, 2008; Raharja, 2019; Wang, 2019; WANG, 2013). Some Indonesians master Indonesian as B1 and some others master Indonesian as B2. Second, Language politics in Indonesia has set a policy direction that positions the Indonesian language (in addition to the flag, state symbol, and national anthem) as an identity for the existence of the nation and the Unitary State of the Republic of Indonesia by Chapter I article 2 of Law Number 24 Year 2009). The preparation (and changes) of the Indonesian language curriculum has not yet considered the existence of Indonesian as B1 or as B2. The existence of Indonesian as B1 or B2 is also a competency that students already have. From the linguistic and didactic-pedagogical side, learning Indonesian for students with B1 local language is different from learning Indonesian for students with B1 Indonesian.

Grammar has implications for differences in the range of Indonesian language skills and differences in how to teach them. Learning Indonesian as B1 should be distinguished from learning Indonesian as B2. The Indonesian curriculum at various types and levels of education does not explicitly contain this difference. Therefore, the creativity of Indonesian teachers is needed to pay attention to this in the management of the Indonesian language learning process. In addition to the ecology of language related to the psychological repertoire, natural ecology which is the initial competence of students must also be taken into consideration. The diversity of contexts as a medium and a source of learning in recognition of the different ecological backgrounds of students. Language learning with an ecolinguistic approach has the following characteristics:

C I I

Communicative Interactive Interrelated

In the communication and interaction syntax, the teacher builds multilingual situations. The multilingual context in question is, for a homogeneous class of students coming from the same region regionally, the class conditions are divided based on demographic linguistic aspects, namely the language in each place. If in a heterogeneous class, the teacher tries to condition demographic linguistics according to their respective regions of origin and language. In the interaction, classes with diversity and grammar will be formed.

Next is the interrelation syntax, building diversity and grammar into a model in text-based learning. Each different region demographically must have a different language. With these differences, students across demographics will exchange situations regarding conditions and places and language conditions. Applications with illustrations, for example, who come from area A everyday enjoy a variety of native foods from the environment (rice, tubers, grains, vegetables, etc.), will make the text according to the language, if there is a lexicon of one of the nouns, verbs or adjectives if they do not know, they can find the equivalent in Indonesian. The condition of no longer recognizing plants, and animals in their environment in the form of lingual codes in their local language will be known in this way. Treat every student the same as a student.

The implementation of interaction and interrelation is relevant to the statement that the diversity parameter (diversity) in ecolinguistics it is also a source of richness of language, both at the lexicon and grammatical levels, particularly grammar-metaphors. Lexical units with a rich field of extra lingual referential meaning (Verhaar, 2001) enrich the noun categories in the language. Each language provides lingual codes that indexically represent the knowledge of interpersonal knowledge about biodiversity in their environment (Haugen, 1972). It is not only the group of nouns with their sub-classification that enriches certain languages (SHI, 2014).

Next, after students categorize themselves in certain identities according to their respective

demographics, the next activity is to build relationships with other students across regions. The teacher provides an ecological and social basis for the text that is being used as learning material. Students write text in two languages. The first language uses the local language, the second language is to translate the text that has been written using the respective regional languages. The next step is for the written texts to be identified and compared with each other. In this case, it is relevant to the scientific learning syntax in the 2013 curriculum that comprehensively text-based learning is not only limited to understanding but also reaches the stage of analyzing, editing, and comparing. In the ecolinguistic class, students try to contrastively analyze the differences in lexicons written in the regional language with the writing using Indonesian lexicons. Is the text balanced in quantity and quality? Comparison of lexicons of different languages. The use of verbs, nouns, and adjectives in each language. There may be lexicons in regional languages that are not known by students because of their lack of knowledge so that they think that there is no particular vocabulary in the regional language that does not exist, then they are replaced by Indonesian. Structurally, is there a change when the Indonesian language is changed form and the code becomes the regional language? Each student will discuss and make a list of lexicons in their local language and compare them with lexicons in other areas so that they can make a map of different variations in vocabulary.

Ecolinguistic Class Environment

The ecological teaching environment is natural, and in tune with the natural circumstances of the teacher and their aesthetic needs. The teaching environment includes the physical environment and the human environment. The physical environment is very important, which is the most basic learning condition. Schools should provide a comfortable teaching environment, where classrooms have bright windows and clean desks with soft colors and natural fresh air. The ecological class should break the traditional seating arrangement, and arrange seats flexibly according to the actual situation. Class size should be moderate. The teacher must improve the ecological environment of the classroom, and only in this way can teaching always be full of vitality, and the teaching effect can be significantly increased. The ecological environment of the classroom culture is very important for students.

Conclusion

Ecology classes advocate flexible and diverse teaching methods to stimulate student interest in learning. Ecologization in language learning can be implemented in several elements including ecologization in the concept of teaching, teaching objectives, ecologization in the preparation of teaching materials, and ecologization in assessment or assessment. Hands-on teaching methods focus on cultivating learners to learn languages better in teaching throughout. Communicative methods and audiovisual principles focus on cultivating learners' abilities to listen, speak, and read. These different teaching methods and models together form the language teaching ecosystem. In the ecolinguistic classroom learning is directed at an environmental basis, the characteristics of the ecolinguistic class are communicative, interactive, and interrelated.

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