

BIBLIOGRAPHY

- Adam, R. (2025). *Eco-English language teaching: Integrating language learning, critical thinking, and environmental advocacy*. *Journal of Eco-Pedagogy and Language Education*, 3(1), 1–12.
- Alam, M. W., Kumar, J. V., Awad, M., Saravanan, P., Al-Sowayan, N. S., Rosaiah, P., ... Nivetha, M. S. (2025). Emerging trends in food process engineering: Integrating sensing technologies for health, sustainability, and consumer preferences. *Journal of Food Process Engineering*, 48(1). <https://doi.org/10.1111/jfpe.70035>
- Amat, E., Tejada, J. K., & Ilustre, R. (2022). Content-based and task-based language teaching in L2 classrooms. *Journal of English Language Teaching and Applied Linguistics*, 4(3), 24–34. <https://doi.org/10.32996/jeltal.2022.4.3.3>
- Anderson, M. D. (1992). Ecological literacy. Review of *Education and the transition to a postmodern world* by D. W. Orr. *American Journal of Alternative Agriculture*, 7(1–2), 93–94. <https://doi.org/10.1017/S0889189300004537>
- Anyolo, E. O., Kärkkäinen, S., & Keinonen, T. (2018). Implementing education for sustainable development in Namibia: School teachers' perceptions and teaching practices. *Journal of Teacher Education for Sustainability*, 20(1), 64–81. <https://doi.org/10.2478/jtes-2018-0004>
- Apdillah, D., Harmika, Z., Sahera, M., & Harahap, H. U. (2022). Communication ethics as virtual virtue control in media behavior society in the digital age. *Journal of Humanities, Social Sciences and Business*, 1(3), 49–60. <https://doi.org/10.55047/jhssb.v1i3.148>
- Aravindakshan, S., Krupnik, T. J., Shahrin, S., Tittonell, P., Siddique, K. H. M., Ditzler, L., ... Groot, J. (2021). Socio-cognitive constraints and opportunities for sustainable intensification in South Asia: Insights from fuzzy cognitive mapping in coastal Bangladesh. *Environment, Development and Sustainability*, 23(11), 16588–16616. <https://doi.org/10.1007/s10668-021-01342-y>
- Ardoin, N. M. (2020). Early childhood environmental education: A systematic review. *Children, Youth and Environments*. <https://doi.org/10.1016/j.childyouth.2020.105326> (jika tersedia)
- Arikunto, S. (2010). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). Wadsworth.
- Aziz, A., & Suprayitno, I. J. (2021). Communication and mathematic reasoning: Theory of planned behavior and inquiry. *Journal of Educational Management and Instruction*, 1(2), 83–91. <https://doi.org/10.22515/jemin.v1i2.4281>

- Banu Akcesme. (2015). An ecocritical approach to English language teaching. *Journal of Language and Literature Education*, 2(8). <https://doi.org/10.12973/jlle.11.217>
- Barton, D. (2007). *Literacy: An introduction to the ecology of written language*. Blackwell Publishing.
- Baynham, M. (1995). *Literacy practices: Investigating literacy in social contexts*. Longman.
- Beigel, J. (1996). Literature and the living world: Environmental education in the English classroom. *Interdisciplinary Studies in Literature and Environment*, 2(2), 105–118. <https://doi.org/10.1093/isle/2.2.105>
- Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university* (4th ed.). Open University Press.
- Bellalem, F., Neddar, B. A., Bouagada, H., & Benelhadj Djellou, D. (2018). The use of subtitled movies for vocabulary acquisition in ESP settings. *Arab World English Journal*, 9(3), 3–16. <https://doi.org/10.24093/awej/vol9no3.1>
- Blanco-Penedo, I., García-Gudiño, J., Angón, E., Perea, J., Escribano, A., & Font-i-Furnols, M. (2021). Exploring sustainable food choice factors and purchasing behavior in the SDGs era in Spain. *Sustainability*, 13(13), 7397. <https://doi.org/10.3390/su13137397>
- Borich, G., & Kubiszyn, T. (1993). *Educational testing and measurement*. HarperCollins.
- Bowden, R. (2010). Teaching English for sustainability. *Journal of NELTA*, 15(1–2), 16–21. <https://doi.org/10.3126/nelta.v15i1-2.4605>
- Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson Education.
- Bruyere, B. L. (2008). The effect of environmental education on the ecological literacy of first-year college students. *Journal of Natural Resources & Life Sciences Education*, 37(1), 20–26.
- Bulan, A., Ramadhan, R. A., & Wahyuni, N. (2024). Needs analysis for developing English teaching materials using the Eco-ELT approach. *Jurnal Pendidikan dan Pembelajaran Indonesia*, 4(1), 72–80. <https://doi.org/10.53299/jppi.v4i1.417>
- Byfuglien, A., Hirons, M., & Milford, A. B. (2024). From values to actions in agriculture: A web of actors shaping Norwegian farmers' enactment of relational values. *People and Nature*, 6(3), 1320–1333. <https://doi.org/10.1002/pan3.10640>
- Cakir, O., & Tekin, R. (2021). Eco-ELT: Integrating environmental awareness into English language teaching. *Sustainability in Education*, 13(2), 1023.
- Carson, R. (1962). *Silent spring*. Houghton Mifflin.
- Chaikovska, O., Spivachuk, V., Humeniuk, I., & Holinei, V. (2021). Integrated approach to teaching ESP at engineering universities. *Engineering for Rural Development*, 20. <https://doi.org/10.22616/erdev.2021.20.tf263>

- Chaikovska, O., Zhovnir, M., & Melnyk, O. (2021). Developing ESP writing skills through context-specific tasks. *English for Specific Purposes*, 63, 112–123. <https://doi.org/10.1016/j.esp.2021.04.006>
- Chan, S. L., & Kapong, J. M. (2021). Personal growth through English proficiency: A case study in Sarawak. *Iasaýi Ýniversitetiniñ Habarshysy*, 122(4), 85–93. <https://doi.org/10.47526/2021-4/2664-0686.08>
- Cianconi, P., Hanife, B., Grillo, F., Betrò, S., Lesmana, C. B. J., & Janiri, L. (2023). Eco-emotions and psychoterratic syndromes: Reshaping mental health assessment under climate change. *Yale Journal of Biology and Medicine*, 96(2), 211–226. <https://doi.org/10.59249/earx2427>
- Cho, K.-S., & Krashen, S. (1994). Acquisition of vocabulary from the *Sweet Valley Kids* series: Adult ESL acquisition. *Journal of Reading*, 37, 662–667.
- Cleovoulou, Y. (2021). 21st century pedagogies and citizenship education: Enacting elementary school curriculum using critical inquiry-based learning. In *Teacher education in the 21st century: Emerging skills for a changing world*. IntechOpen. <https://doi.org/10.5772/intechopen.96998>
- Coady, J. (1997). L2 vocabulary acquisition: A synthesis of the research. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 273–290). Cambridge University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Collins, J. (2019). Language, ecology, and culture: An ecolinguistic perspective. In A. Fill & H. Penz (Eds.), *The Routledge handbook of ecolinguistics* (pp. 95–110). Routledge.
- Commeyras, M. (1990). Analyzing a critical-thinking reading lesson. *Teaching and Teacher Education*, 6(3), 201–214.
- Crano, W. D., Brewer, M. B., & Lac, A. (2015). *Principles and methods of social research* (3rd ed.). Routledge.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Sage Publications.
- Creswell, J. W. (2010). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Crookes, G. (2021). Critical language pedagogy. *Language Teaching*, 55(1), 46–63. <https://doi.org/10.1017/S0261444820000609>
- Demosthenous, G., Panaoura, A., & Eteokleous, N. (2020). The use of collaborative assignment in online learning environments: The case of higher education. *International Journal of Technology in Education and Science*, 4(2), 108–117. <https://doi.org/10.46328/ijtes.v4i2.43>
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Sage Publications.

- Díaz, D. G., Granda, G. K. A., Romero-Ramírez, E., Aristega, J. M., & Jiménez-Vera, Y. (2023). Analyzing the role of collaboration in enhancing learning outcomes: Strategies, benefits, and challenges. *Pedagogia: A Ciência da Educação*. <https://doi.org/10.37423/231108388>
- Dillah, D., Manokaran, J., Ris, E. Z. M., & Jamian, L. S. (2021). What do ESL learners perceive as effective 21st century L2 pedagogies? *Environment–Behaviour Proceedings Journal*, 6(S14), 109–116. <https://doi.org/10.21834/ebpj.v6isi4.2909>
- Dorn, C. (2020). A new global ethic: A history of the United Nations International Environmental Education Program, 1975–1995. *Foro de Educación*, 18(2), 83–108. <https://doi.org/10.14516/fde.808>
- Dupras, C., Dubé, M., Gravel, S., & Haidar, H. (2024). Accountability for reasonableness as a framework for the promotion of fair and equitable research. *Hastings Center Report*, 54(S2). <https://doi.org/10.1002/hast.4931>
- Edna Ngozi Chuku. (2020). Combining language learning with environmental awareness in Nigeria using content-based instruction strategy. *Academia Arena*, 12(2), 1–8. <https://doi.org/10.7537/marsaaj120220.01>
- Emmett, R. S., & Nye, D. E. (2017). *The environmental humanities: A critical introduction*. MIT Press.
- Ennis, R. H. (2011). *The nature of critical thinking: An outline of critical thinking dispositions and abilities*. University of Illinois. http://faculty.education.illinois.edu/rhennis/documents/TheNatureofCriticalThinking_51711_00.pdf
- Ernst, J. A., & Monroe, M. (2004). The effects of environment-based education on students' critical thinking skills and disposition. *Environmental Education Research*, 10(4), 507–522. <https://doi.org/10.1080/1350462042000291038>
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction (The Delphi Report)*. American Philosophical Association. ERIC No. ED315423.
- Fatima, S. (2021). Environmental themes in ELT textbooks. *Journal of Language and Environmental Education*, 1(1), 1–12.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th ed.). McGraw-Hill.
- Garner, M. (2005). Language ecology as linguistic theory. *Kajian Linguistik dan Sastra*, 17(35), 91–101.
- Gaard, G. (2009). Children's environmental literature: From ecocriticism to ecopedagogy. *Neohelicon*, 36(2), 321–334. <https://doi.org/10.1007/s11059-009-0003-7>
- Ives, C. D., Abson, D. J., von Wehrden, H., Dorninger, C., Klaniecki, K., & Fischer, J. (2018). Reconnecting with nature for sustainability. *Sustainability Science*, 13, 1389–1397. <https://doi.org/10.1007/s11625-018-0542-9>

- Gasson, S. (2004). Rigor in grounded theory research. In *The handbook of information systems research* (pp. 79–102). IGI Global. <https://doi.org/10.4018/978-1-59140-144-5.ch006>
- Gelatt, H. B. (1989). Positive uncertainty: A new decision-making framework for counseling. *Journal of Counseling Psychology*, 36(2), 252–256. <https://doi.org/10.1037/0022-0167.36.2.252>
- Gogolin, I. (2021). Language education and sustainability: Multilingualism, social justice, and global responsibility. In A. W. Wiseman & E. Anderson (Eds.), *Annual review of comparative and international education 2021* (pp. 1–15). Springer.
- Gravetter, F. J., & Wallnau, L. B. (2018). *Essentials of statistics for the behavioral sciences* (9th ed.). Ringgold Inc.
- Ha, C., et al. (2022). Assessing ecological literacy and its application based on linguistic ecology: A case study of Guiyang City, China. *Environmental Science and Pollution Research*, 29(13), 18741–18754. <https://doi.org/10.1007/s11356-021-16753-7>
- Hasan, S., Tumbel, F. M., & Corebima, A. D. (2013). Empowering critical thinking skills in Indonesia archipelago: Study on elementary school students in Ternate. *Journal of Modern Education Review*, 852–858.
- Hauschild, S., Poltavchenko, E., & Stoller, F. L. (2012). Going green: Merging environmental education and language instruction. *English Teaching Forum*, 50(2), 2–13.
- Hill, B. (2021). It's good to talk: Speaking up for oracy in the management classroom. *The International Journal of Management Education*, 19(2), 100462. <https://doi.org/10.1016/j.ijme.2021.100462>
- Hollweg, K. S., et al. (2011). *Developing a framework for assessing environmental literacy*. North American Association for Environmental Education.
- Hu, H., & Hsin, C. T. (2023). Environmental literacy education and sustainable development in schools based on teaching effectiveness. *International Journal of Sustainable Development and Planning*, 18(5), 1639–1648. <https://doi.org/10.18280/ijstdp.180535>
- Huang, G. W., & Zhao, R. H. (2019). *What is ecolinguistics*. Shanghai Foreign Language Education Press.
- Hubbell, A. J., & Ryan, J. C. (2022). *Introduction to the environmental humanities*. Routledge.
- Hulstijn, J. H. (2003). Incidental and intentional learning. In C. Doughty & M. Long (Eds.), *The handbook of second language acquisition* (pp. 349–381). Blackwell.
- Hunter, D. A. (2009). *A practical guide to critical thinking: Deciding what to do and believe*. John Wiley & Sons.
- Hungerford, H. R., & Volk, T. L. (1990). Changing learner behavior through environmental education. *The Journal of Environmental Education*, 21(3), 8–21. <https://doi.org/10.1080/00958964.1990.10753743>

- Ives, C. D., Abson, D. J., von Wehrden, H., Dorninger, C., Klaniecki, K., & Fischer, J. (2018). Reconnecting with nature for sustainability. *Sustainability Science*, 13(5), 1389–1397. <https://doi.org/10.1007/s11625-018-0542-9>
- Jiang, D., Dahl, B., & Du, X. (2023). A systematic review of engineering students in intercultural teamwork. *Education Sciences*, 13(6), 540. <https://doi.org/10.3390/educsci13060540>
- Junining, E. (2015). Developing critical thinking skills in language teaching: Oral interpretation class. *Proceedings of ICTTE FKIP UNS*, 870–873.
- Kalsum, K., Humaeroah, H., & Agussalim, A. (2025). Eco-ELT: Transforming English language teaching through sustainable and innovative materials. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 2350–2360. <https://doi.org/10.24256/ideas.v12i2.5640>
- Karakoc, M. (2016). The significance of critical thinking ability in terms of education. *International Journal of Humanities and Social Science*, 6(7), 81–84.
- Kazazoglu, S. (2025). Environmental education through eco-literacy. *Sustainability*, 17(5), 1–23.
- Kee, T., & Zhang, H. (2022). Digital experiential learning for sustainable horticulture and landscape management education. *Sustainability*, 14(15), 9116. <https://doi.org/10.3390/su14159116>
- Krismayani, N. W., Suastra, I. M., & Suparwa, I. N. (2021). Ecolinguistic approaches in development of English teaching materials for English for business. *e-Journal of Linguistics*, 15(1), 19–24. <https://doi.org/10.24843/e-jl.2021.v15.i01.p03>
- Knight, S. (1994). Dictionary use while reading: Effects on comprehension and vocabulary acquisition. *The Modern Language Journal*, 78, 285–299.
- Lailiyah, M., & Yustisia, K. K. (2022). Collaborative concept mapping: A study of group work satisfaction in vocational higher education. *Journal of Vocational Education Studies*, 5(2), 312–321. <https://doi.org/10.12928/joves.v5i2.6181>
- Larson, K. R. (2014). Critical pedagogy(ies) for ELT in Indonesia. *TEFLIN Journal*, 25(1), 122–138.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- LeVasseur, T. (2015). Defining “ecolinguistics?": Challenging emic issues in an evolving environmental discipline. *Journal of Environmental Studies and Sciences*, 5(1), 21–28. <https://doi.org/10.1007/s13412-014-0198-4>
- Lier, L. van. (2010). The ecology of language learning: Practice to theory, theory to practice. *Procedia – Social and Behavioral Sciences*, 3, 2–6.

- Louw, J. (2013). Meeting the growing demand for sustainability-focused management education: A case study of a PRME academic institution. In J. Louw (Ed.), *Sustainability-focused education and management practice*.
- Luardini, M. A., & Sujiyani, E. (2018). Introducing ecolinguistics in EFL classroom. *Advances in Social Science, Education and Humanities Research*, 262, 375–379. <https://doi.org/10.2991/iccte-18.2018.69>
- Maghfiroh, N., Setyorini, A., & Saiful, A. (2024). Embedding environmental content in ELT. *Journal of Language, Education, and Sustainability*, 3(2), 85–102.
- Mahara, K. K. (2024). Teachers' perceptions on participatory action research in classroom for English language teaching and learning. *Journal of Tikapur Multiple Campus*, 7(1–2), 1–21. <https://doi.org/10.3126/jotmc.v7i1-2.63138>
- Marnita, R., & Zulprianto, Z. (2024). Exploring lecturers' proficiency in argumentative writing: Rhetorical strategies, coherence, and linguistic challenges. *AJARCADE (Asian Journal of Applied Research for Community Development and Empowerment)*, 8(2), 281–286. <https://doi.org/10.29165/ajarcde.v8i2.607>
- Masduqi, H. (2011). Critical thinking skills and meaning in English language teaching. *TEFLIN Journal*, 22, 185–200.
- Matthewman, S. R. E. (2017). *Ecocritical English: A subject-led approach to sustainability* (Doctoral dissertation). University of Auckland.
- McBride, B. B., Brewer, C. A., Berkowitz, A. R., & Borrie, W. T. (2013). Environmental literacy, ecological literacy, ecoliteracy: What do we mean and how did we get here? *Ecosphere*, 4(5), 1–20.
- McKeown, R. (2002). *Education for sustainable development toolkit*. Peace Child International.
- Mercer, S., Ibrahim, N. C., Bilsborough, K., Jones, C., & Potzinger, C. (2022). Teacher perspectives on addressing environmental issues in ELT. *ELT Journal*. <https://doi.org/10.1093/elt/ccac039>
- Mercer, S., MacIntyre, P. D., Gregersen, T., & Talbot, K. (2022). *Positive language education*. Multilingual Matters.
- Micalay-Hurtado, M. A., & Poole, R. (2022). Eco-critical language awareness for English language teaching (ELT): Promoting justice, wellbeing, and sustainability in the classroom. *Journal of World Languages*, 8(2), 371–390. <https://doi.org/10.1515/jwl-2022-0023>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis* (2nd ed.). Sage Publications.
- Miller, M., Ferreira, S. S., Löbmann, M., Schermer, M., Foschiera, A. A., & Zerbe, S. (2022). An outlook on the future of Brazilian agriculture: How farming students of Tocantins perceive sustainability in the Cerrado. *Revista Brasileira de Ciências Ambientais*, 57(2), 215–229. <https://doi.org/10.5327/z2176-94781328>
- Misbah, M. (2024). Integrating sustainability themes in ELT. *Journal of Sustainable Language Education*, 2(1), 1–12.

- Misiaszek, G. W. (2022). Ecopedagogy: Freirean teaching to disrupt socio-environmental injustices, anthropocentric dominance, and unsustainability of the Anthropocene. *Educational Philosophy and Theory*, 55(11), 1253–1267. <https://doi.org/10.1080/00131857.2022.2130044>
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. Sage Publications.
- Nadiroh, N., et al. (2019). Behavioral geography: An ecoliteracy perspective and critical thinking skills in men and women. *Indonesian Journal of Geography*, 51(2), 114–122. <https://doi.org/10.22146/ijg.36784>
- Nam, K., Lim, H., & Ahn, B. (2020). Analysis of consumer preference for milk produced through sustainable farming. *Sustainability*, 12(7), 3039. <https://doi.org/10.3390/su12073039>
- Nielsen, R., Gamborg, C., & Lund, T. B. (2024). Eco-guilt and eco-shame in everyday life. *Frontiers in Sustainability*, 5. <https://doi.org/10.3389/frsus.2024.1357656>
- Nkwetisama, C. M. (2011). EFL/ESL and environmental education: Towards an eco-applied linguistic awareness in Cameroon. *World Journal of Education*, 1(1), 110–118. <https://doi.org/10.5430/wje.v1n1p110>
- Monhardt, R., & Monhardt, L. (2000). Children's literature and environmental issues: Heart over mind? *Reading Horizons*, 40(3).
- O'Brien, S. R. M. (2007). *Indications of environmental literacy* (Doctoral dissertation). Iowa State University.
- Paradewari, D. S., Avillanova, A. A., & Lasar, A. B. (2018). Promoting environmental awareness in learning contexts. *International Journal of Humanity Studies*, 1(2), 243–252. <https://doi.org/10.24071/ijhs.2018.010213>
- Paul, R., & Elder, L. (2006). *The miniature guide to critical thinking: Concepts and tools* (4th ed.). Foundation for Critical Thinking.
- Paribakht, T. S., & Wesche, M. (1997). Vocabulary enhancement activities and reading for meaning in second language vocabulary acquisition. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition: A rationale for pedagogy* (pp. 174–200). Cambridge University Press.
- Peng, R., & Fu, R. (2021). The effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. *Australasian Journal of Educational Technology*, 61–74. <https://doi.org/10.14742/ajet.6235>
- Pikelj, K., Uroš, A., Kolda, A., Gavrilović, A., & Kapetanović, D. (2022). Sediment characteristics: A key factor for fish farm site selection—Examples from Croatia. *Minerals*, 12(6), 696. <https://doi.org/10.3390/min12060696>
- Pisces Foundation. (2018). *Environmental literacy: Setting the stage*. Stanford University, Social Ecology Lab.

- Pratolo, B. W., Purwanti, E., Humanika, E. S., Bao, D., Najmi, A. H., Oktavianti, I. N., & Sari, D. M. (2024). Eco-lexicons in ELT: Analyzing environmental narratives through critical discourse analysis. *BIO Web of Conferences*, 148, 02035. <https://doi.org/10.1051/bioconf/202414802035>
- Pulido, D. (2007). The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity? *Language Learning*, 57, 155–199.
- Pustika, R. (2019). *The effect of reading literacy in EFL classroom on critical thinking skills and students' interest in reading English* (Master's thesis). Yogyakarta State University.
- Qiu, J. (2013). A critical study of English eco-hotel profiles based on Fairclough's three-dimensional model. *Theory and Practice in Language Studies*, 3(10), 1879–1886. <https://doi.org/10.4304/tpls.3.10.1879-1886>
- Read, J. (2000). *Assessing vocabulary*. Cambridge University Press.
- Ridlo, Z. R., Dafik, & Nugroho, C. I. W. (2020). The effectiveness of research-based learning integrated with cloud classroom in improving critical thinking skills. *Journal of Physics: Conference Series*, 1563(1), 012034. <https://doi.org/10.1088/1742-6596/1563/1/012034>
- Riegerova, J. (2011). *Environmental education in English lessons*. Masaryk University.
- Rokhmah, D. (2021). Ilmu dalam tinjauan filsafat: Ontologi, epistemologi, dan aksiologi. *Cendekia: Jurnal Studi Keislaman*, 7(2), 172–186.
- Rodewald, L. (2022). Crowded waters: A pedagogical review of recent environmental humanities introductory texts. *Journal of Environmental Education*, 53(4), 221–230. <https://doi.org/10.1080/00958964.2022.2098222>
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. Pearson Education.
- Riduwan. (2013). *Dasar-dasar statistik*. Alfabeta.
- Reider, A. (2003). *Abra vocabra: The amazingly sensible approach to teaching vocabulary*. Cottonwood Press.
- Rainer, R. K., & Cegielski, C. G. (2011). *Introduction to information systems* (3rd ed.). John Wiley & Sons.
- Saiful, J. A. (2020). New innovation in English language teaching: Revealing concepts and applications of Eco-ELT. *TELL: Teaching of English Language and Literature Journal*, 8(1), 63–73. <https://doi.org/10.30651/tell.v8i1.4604>
- Saiful, J. A. (2023). Eco-ELT for environmental research and praxis in ELT. *Journal on English as a Foreign Language*, 13(2), 373–398. <https://doi.org/10.23971/jefl.v13i2.6335>
- Sato, K., & Kleinsasser, R. C. (1999). Communicative language teaching. *The Modern Language Journal*, 83(4), 494–517.

- Schmuck, R. A. (1997). *Practical action research for change*. Skylight Professional Development.
- Scholz, R. W. (2011). *Environmental literacy in science and society: From knowledge to decisions*. Cambridge University Press.
- Setyowati, L., Karmina, S., Sujatmoko, A. H., & Ariani, N. (2022). Feeling nature in writing: Environmental education in the EFL writing course. *Journal on English as a Foreign Language*, 12(1), 22–48. <https://doi.org/10.23971/jefl.v12i1.3092>
- Setyowati, L., & Widiati, U. (2014). Integrating environmental education into a genre-based EFL writing class. *English Teaching Forum*, 20–26.
- Smith, K., et al. (2016). Educating for the future: A conceptual framework of responsive pedagogy. *Cogent Education*, 3(1), 1227021. <https://doi.org/10.1080/2331186X.2016.1227021>
- Smith, V. G., & Szymanski, A. (2013). Critical thinking: More than test scores. *International Journal of Educational Leadership Preparation*, 8(2), 15–24.
- Suparman, et al. (2021). English reading texts model using the ecoliteracy lexicons approach. *International Journal of Linguistics, Literature and Translation*, 4(4), 145–154. <https://doi.org/10.32996/ijllt.2021.4.4.15>
- Suleimenova, A., & Ivanova, O. (2018). Emotional competence in education for sustainable development. *Journal of Teacher Education for Sustainability*, 20(2), 44–63. <https://doi.org/10.2478/jtes-2018-0014>
- Süer, S., & Oral, B. (2021). Investigation of classroom teachers' views toward innovative pedagogical practices. *Participatory Educational Research*, 8(4), 253–273. <https://doi.org/10.17275/per.21.89.8.4>
- Souza, V. O. (2015). *A case for an ecological approach against language commodification in ELT* (Master's thesis). SIT Graduate Institute.
- Sok, S., & Han, Z. (2020). L2 vocabulary acquisition under incidental and intentional conditions. *Journal of Applied Linguistics*, 17(1).
- Stibbe, A. (2009). *The handbook of sustainability literacy*. Green Books.
- Tang, Z. (2020). Incidental vocabulary acquisition through different input. *English Language Teaching*, 13(6), 89–98. <https://doi.org/10.5539/elt.v13n6p89>
- Tilbury, D. (1995). Environmental education for sustainability. *Environmental Education Research*, 1(2), 195–212.
- Timothy, D. A. E., & Obiekezie, A. (2019). Promotion of environmental literacy in university education.
- Tjendani, E. N., et al. (2019). An ecolinguistic perspective for English syllabus development. *e-Journal of Linguistics*, 13(2), 249–259. <https://doi.org/10.24843/e-JL.2019.v13.i02.p06>
- UNESCO Bangkok. (2005). *Development of information literacy through school libraries in Southeast Asia*. ERIC.

- UNESCO–UNEP. (1997). Environmentally educated teachers: The priority of priorities. *Connect*, 15(1), 1–3.
- Villanen, H. (2014). Teachers' reflections on education for sustainable development. *International Research in Geographical and Environmental Education*, 23(2), 179–191. <https://doi.org/10.1080/10382046.2014.908526>
- Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303–318). Lawrence Erlbaum.
- Wiratna, V. S. (2014). *Metodologi penelitian*. Pustaka Baru Press.
- Wu, W. (2024). Technology-enhanced language learning. *Language Learning & Technology*, 28(1), 15–30.
- Wu, Y. (2023). Effectiveness factors of collaborative learning. *Lecture Notes in Education Psychology and Public Media*, 21(1), 266–272.
- Xiong, T. (2014). Shallow environmentalism in EFL textbooks. *Journal of Environmental Education*, 45(4), 232–242. <https://doi.org/10.1080/00958964.2014.943686>
- Yin, C., Li, W., & Yang, X. (2025). Environmental education and tourists' pro-environmental behavior. *International Journal of Tourism Research*, 27(2). <https://doi.org/10.1002/jtr.2798>
- Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability in English language teaching. *Sustainability*, 16(13), 5325.
- Zahoor, M., & Janjua, F. (2020). Green contents in English language textbooks. *British Educational Research Journal*, 46(2), 321–338. <https://doi.org/10.1002/berj.3579>
- Zandvliet, D. B., & Paul, A. (2023). Social ecology and environmental diversity in teacher education. *Journal of Teacher Education for Sustainability*, 25(1), 168–181. <https://doi.org/10.2478/jtes-2023-0011>
- Zhang, S., Che, S., Nan, D., Li, Y., & Kim, J. H. (2023). Group member familiarity in collaborative learning. *Education and Information Technologies*, 28(10), 12615–12631. <https://doi.org/10.1007/s10639-023-11704-w>
- Zeier, P., & Wessa, M. (2023). Measuring eco-emotions. <https://doi.org/10.21203/rs.3.rs-3606150/v1>