REFERENCES

- Abbood, H. A. (2023). The Effect of Utilizing a Cooperative Inquiry Based Strategy on Enhancing Reading Comprehension and Reflective Thinking Skills. *Larq Journal for Philosophy, Linguistics & Social Sciences*, 2(49).
- Achmad, S., Miolo, S., Mahmud, M., & Badu, H. (2024). Designing a Model of Case Method Strategy to Enhance Reading Comprehension in EAP Courses for Higher Education. *TRANS-KATA: Journal of Language, Literature, Culture and Education*, *5*(1), 39-51.
- ADHAWATI, R. (2022). Developing Five Literacies-Integrated Reading Materials for 6th Graders to Support School Literacy Movement (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).
- Adnyana, I. M. D. M., Mahendra, K. A., & Raza, S. M. (2023). The importance of green education in primary, secondary and higher education: A review. *Journal of Environment and Sustainability Education*, 1(2), 42-49.
- Al Amin, M & Greenwood, J (2018). The UN Sustainable Development Goals and Teacher Development for Effective English Teaching in Bangladesh: A Gap That Needs Bridging. J. Teach. Educ. Sustain. 2018, 20, 118–138
- Alshammari, R. F. (2022). The Effect of Inquiry-Based Learning Strategy on Developing Saudi Students' Meta-Cognitive Reading Comprehension Skills. *English Language Teaching*, 15(5), 43-51.
- Al-Wadi, H. M. (2018). Supporting EFL Students' Learning of Theoretical English-Content through Using an Inquiry-Based Teaching Technique. *English Language Teaching*, 11(8), 73-85.
- Azarnoosh, M., Zeraatpishe, M., Faravani, A., & Kargozari, H. R. (Eds.). (2016). *Issues in materials development*. SensePublishers.
- Beach, R. (2024). Adopting a languaging approach for teaching about the climate crisis in English language arts. *English Teaching: Practice & Critique*.
- Bekteshi, E., & Xhaferi, B. (2020). Learning about sustainable development goals through English language teaching. Research in Social Sciences and Technology, 5(3),78-94
- Bercasio, R. R. O. (2022). Effectiveness of Greening the Professional Education Courses in Teacher Education Program in the National Network of Normal Schools. *Randwick International of Education and Linguistics Science Journal*, *3*(3), 420-431.
- Berenji, S. (2021). Enhancing Metacognitive Scaffolding and Comprehension Ability through Problem-Based Learning in an EFL Context. *Education Research International*, 2021(1), 6766793.

- Birch, G. C., Bower, J. V., Nagai, N., & Schmidt, M. G. (2021). Foreign language education reform through action research—Putting CEFR educational principles into practice. CEFR Journal—Research and Practice, 4(November), 43-65.
- Bodman, S., & Franklin, G. (2016). Cambridge Reading Adventures Green to White Bands Transitional Teaching and Assessment Guide. Cambridge University Press.
- Bolitho, R., Carter, R., Hughes, R., Ivanič, R., Masuhara, H., & Tomlinson, B. (2003). Ten questions about language awareness. ELT journal, 57(3), 251-259.
- Borg, W.R & Gall, M.D. (2003) Educational Research: An Introduction. 4th Edition. London: Longman Inc
- Braun, T., & Dierkes, P. (2019). Evaluating three dimensions of environmental knowledge and their impact on behaviour. *Research in Science Education*, 49, 1347-1365.
- Brinton, D. M., Snow, M. A., & Wesche, M. B. (2003). *Content-Based Second Language Instruction*. University of Michigan Press.
- Brinton, D. M. (2014). Tools and techniques of effective second/foreign language teaching. In M. Celce-Murcia, D. M. Brinton & Snow, M. A. (Eds.), Teaching English as a second or foreign language (4th ed.) (pp. 340-361). Boston, MA: National Geographic Learning.
- Brown, J. D. (1995). The Elements of Language Curriculum: A Systematic Approach to Program Development. Heinle & Heinle Publishers, 20 Park Plaza, Boston, MA 02116..
- Brown, H. D. (2004). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Editio). Pearson Education.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Bulusan, F. (2019). Selecting potential instructional materials for literature teaching in the 21st century milieu: Findings from a systematic review of literature. *Asian EFL Journal*, 21(2), 218-231.
- Çakıcı, D. (2017). An overview of metacognitive strategies in reading comprehension skill. The Journal of Academic Social Science Studies, (57), 67-82.
- Calvert, K. (2015). The Ecology of English: Real-World Experiences in Sustainability and Language Learning. In Language Learning beyond the Classroom; Routledge: London, UK; pp. 202–212.
- Campos, M. (2022). 3 Stages for Teaching Reading.
- Carrejo, D. J., & Reinhartz, J. (2014). Teachers fostering the co-development of science literacy and language literacy with English language learners. *Teacher Development*, 18(3), 334-348.

- Chidakwa, N. (2024). The 4Rs Framework: Creating A Synergy to Support the Implementation of English Education for Sustainable Development in Rwanda. *Research in Social Sciences and Technology*, 9(2), 133-155.
- Čepon, Slavica. "Effective use of the media: Video in the foreign language classroom." *Medijska istraživanja: znanstveno-stručni časopis za novinarstvo i medije* 19.1 (2013): 83-105.
- CITIYA, E. E. (2023). DEVELOPING CRITICAL THINKING SKILLS-INFUSED AND MICROLEARNING-BASED ENGLISH READING MATERIALS FOR 8TH GRADERS (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).
- Consortium national de formation en santé (CNFS) Volet Université d'Ottawa. (2021).

 Drawing distinctions between criteria, indicators and descriptors. Cited from formation.cnfs.ca/assets/atelierscnfs/performanceassessment/pdf/Version_imprimable_Distinguer_les_criteres_les_indicateurs_et_les_d
 escripteurs.pdf
- Corpuz, A. M., San Andres, T. C., & Lagasca, J. M. (2022). Integration of environmental education (EE) in teacher education programs: Toward sustainable curriculum greening. *Problems of Education in the 21st Century*, 80(1), 119.
- Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg
- Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.
- Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and language integrated learning. Cambridge, UK: Cambridge University Press.
- Cruse, D. T. H., & Brereton, P. (2017). JALT2017 LANGUAGE TEACHING IN A GLOBAL AGE Integrating QR Codes Into ELT Materials. Japan Association for Language Teaching, 342–348.
- Davis, F. B. (1968). Research in comprehension in reading. Reading research quarterly, 499-545.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading.
- Doff, A., Thaine, C., Puchta, H., Stranks, J., LewisJones, P., Godfrey, R., & Davies, G. (2015). Empower B1+. Cambridge, England: Cambridge University Press.
- Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge, England: Cambridge University Press.
- Early, M., Kendrick, M., & Potts, D. (2015). Multimodality: Out from the margins of English language teaching. *Tesol Quarterly*, 447-460.
- Eisenmann, M., & Summer, T. (2020). Multimodal literature in ELT: Theory and practice. *CLELE journal*, 8(1), 52-73.

- Ekizer, F. N., & Yildirim, S. S. (2023). 21st Century Skills and Learning Environments: ELT Students' Perceptions. *Educational Research and Reviews*, *18*(6), 114-128.
- Ellis, T. J., & Levy, Y. (2010, June). A guide for novice researchers: Design and development research methods. In *Proceedings of Informing Science & IT Education Conference (InSITE)* (Vol. 10, No. 10, pp. 107-117). Italy, Cassino.
- Erlina, D., Mayuni, I., & Akhadiah, S. (2016). Whole language-based English reading materials. *International Journal of Applied Linguistics and English Literature*, 5(3), 46-56.
- Evans, T. L. (2019). Competencies and pedagogies for sustainability education: A roadmap for sustainability studies program development in colleges and universities. *Sustainability*, *11*(19), 5526.
- Frick, J., Kaiser, F. G., & Wilson, M. (2004). Environmental knowledge and conservation behavior: Exploring prevalence and structure in a representative sample. *Personality and Individual differences*, *37*(8), 1597-1613.
- Friska, Y. (2022). Problems in Reading Comprehension of TOEFL Prediction Test. Journal of English Language and Education, 7(2), 96-104.
- Fu, H. (2023). A Comprehensive Review of Nature-Based Solutions: Current status and future research. *AIMS Environmental Science*, 10(5).
- Fu, H., Dong, X., Wu, Y. C., & Jian, Y. (2023). Spatial Differentiation and Implementation Mechanism of Sustainable Development Goals from the Perspective of Ecosystem Services. *Available at SSRN 4509456*.
- Gallego-Álvarez, I. (2012). Indicators for sustainable development: Relationship between indicators related to climate change and explanatory factors. *Sustainable Development*, 20(4), 276-292.
- Garrison, D. R., & Vaughan, N. D. (2009). Blended learning in higher education. Canadian Journal of University Continuing Education, 35(2), 109-123.
- Garzón-Díaz, E. (2021). From cultural awareness to scientific citizenship: Implementing content and language integrated learning projects to connect environmental science and English in a state school in Colombia. *International Journal of Bilingual Education and Bilingualism*, 24(2), 242-259.
- Gayatri, P., Sit, H., Chen, S., & Li, H. (2023). Sustainable EFL blended education in Indonesia: Practical recommendations. *Sustainability*, *15*(3), 2254.
- Ghaemi, F., & Mirsaeed, S. J. G. (2017). The impact of inquiry-based learning approach on critical thinking skill of EFL students. *Efl Journal*, 2(2), 89-102.
- Ghosn, I. (2023). Language Teaching Materials for Young Learners. *Developing materials for language teaching*.
- Global Forest Watch. (2024). *Indonesia Deforestation Rates & Statistics* | *GFW.*https://www.globalforestwatch.org/dashboards/country/IDN/?location=WyJjb3VudHJ5IiwiSUROII0%3D

- Gormally, C., Brickman, P., & Lutz, M. (2012). Developing a test of scientific literacy skills (TOSLS): Measuring undergraduates' evaluation of scientific information and arguments. *CBE—Life Sciences Education*, 11(4), 364-377.
- Grabe, W. (1991). Current developments in second language reading research. TESOL quarterly, 25(3), 375-406.
- Grabe, W. (2009). Reading in a Second Language: Moving from Theory to Practice. Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2019). Teaching and Researching Reading. Routledge.
- Graham-Marr, A., Moran, D., Reynolds, B., & McNeese, S. (2009). Communication spotlight starter. Tokyo, Japan: Abax, Ltd.
- Graves, K., & Xu, S. (2000). *Designing language courses: A guide for teachers* (p. 308). Boston, MA: Heinle & Heinle.
- Gutiérrez, A. J. G. (2018). Collaborative inquiry in the EFL classroom: exploring a school related topic with fifth graders. *Colombian Applied Linguistics Journal*, 231-248.
- Hadfield, J. (2014). Materials writing principles and processes: What can we learn for teacher development? Special number TESOL Teacher Education and Development EJALELT, 3(2), 164.
- Hafner, C. A. (2015). Remix culture and English language teaching: The expression of learner voice in digital multimodal compositions. *Tesol Quarterly*, 49(3), 486-509.
- Hauschild, S., Poltavtchenko, E., & Stoller, F. L. (2012). Going Green: Merging
 Environmental Education and Language Instruction. In *English Teaching Forum* (Vol. 50, No. 2, pp. 2-13). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- Hayes, L., & Flanigan, K. (2014). Developing word recognition. New York: Guilford Press.
- Heliawati, L., Rubini, B., & Firmayanto, R. (2020). The effectiveness of content and language integrated learning-based teaching material in the topic of the nature of matter on scientific literacy. Journal for the Education of Gifted Young Scientists, 8(3), 1061-1070.
- Hickey, R. (2012). Internally-and externally-motivated language change. *The handbook of historical sociolinguistics*, 387-407.
- Hill, D. A. (2023). The visual elements in EFL coursebooks. *Developing materials for language teaching*, 174-182.
- Hu, L., Bhattacharyya, E., Tan, Z., & Gan, X. (2023). Efficacy of inquiry-based learning and teaching approach in EFL inferential reading comprehension among Chinese high school students. *Environment-Behaviour Proceedings Journal*, 8(26), 93-100.

- Hussain, I., Parveen, T., & Mehmood, Z. (2024). Nurturing Environmental Sustainability through Green Contents: Exploring Eco-centric Consciousness among English Language Learners in Pakistan. *Pakistan Research Journal of Social Sciences*, 3(2).
- Hyland, K. (2007). Genre pedagogy: Language, literacy and L2 writing instruction. Journal of Second Language Writing, 16(3), 148-164.
- IPCC. (2022). Climate Change 2022: Impacts, Adaptation and Vulnerability. Cambridge University Press.
- IQAir. (2023). World Air Quality Report. https://www.iqair.com/us/world-air-quality-report-press-kit
- Jewitt, C. (2008). Multimodality and literacy in school classrooms. *Review of research in education*, 32(1), 241-267.
- Jo Ann, A., Yunus, M., & Aziz, A. (2018). ESL Trainee Teachers' Approaches and Activities in Teaching Literature: Usage, Factors and Confidence. The Asian EFL Journal. Volume 20, Issue 4
- Jodoin, J. J. (2020). Promoting language education for sustainable development: a program effects case study in Japanese higher education. *International journal of sustainability in higher education*, 21(4), 779-798.
- Jodoin, J. J., & Singer, J. (2019). A framework for integrating education for sustainable development in the English as a foreign language classroom in Japan: an appeal to the language teaching community. *Osaka JALT Journal*, 6(1), 51-66.
- Jolly, D., & Bolitho, R. (2011). A framework for materials writing. In Tomlinson, B. (Ed.), Materials development in language teaching (pp. 107-134). Cambridge University Press.
- Jorgenson, S. N., Stephens, J. C., & White, B. (2019). Environmental education in transition: A critical review of recent research on climate change and energy education. *The Journal of Environmental Education*, 50(3), 160-171.
- Jung, C. D., & Dos Santos, L. M. (2022, February). Incorporating environmentally-responsive EFL pedagogy in English-as-a-foreign language classrooms: paving the way for global impact. In *IOP conference series: Earth and environmental science* (Vol. 987, No. 1, p. 012017). IOP Publishing.
- Kähler, J., Hahn, I., & Köller, O. (2020). The development of early scientific literacy gaps in kindergarten children. *International journal of science education*, 42(12), 1988-2007.
- Kaiser, F. G., & Fuhrer, U. (2003). Ecological behavior's dependency on different forms of knowledge. *Applied psychology*, *52*(4), 598-613.
- Karabay, A., & Durrani, N. (2024). The Evolution of English Medium Instruction Research in Higher Education: A Bibliometric Study. *Education Sciences*, *14*(9), 982.
- Karamoozian, F. M., & Riazi, A. (2008). Development of a New Checklist for Evaluating Reading Comprehension Textbooks. *Online Submission*, 7.

- Karvonen, U., Tainio, L., and Routarinne, R. (2018). Uncovering the pedagogical potential of texts: Curriculum materials in classroom interaction in first language and literature education, Learning, Culture and Social Interaction, Volume 17, Pages 38-55, ISSN 2210-6561, https://doi.org/10.1016/j.lcsi.2017.12.003.
- Kasim, U., Mustafa, F., & Putra, T. M. (2020). Reading Comprehension in the TOEFL PBT: Which Sub-Skill Deserves More Intensive Training?. TESOL International Journal, 15(1), 53-64.
- Ke, L., Sadler, T. D., Zangori, L., & Friedrichsen, P. J. (2021). Developing and using multiple models to promote scientific literacy in the context of socio-scientific issues. *Science & Education*, 30(3), 589-607.
- Keddie, J. (2009). Images. Oxford, England: Oxford University Press.
- Kementerian Pendidikan dan Kebudayaan. (2022). *Kurikulum 13: Bahasa Inggris* [Curriculum 13: English Language]. (PDF). kurikulum.kemdikbud.go.id/file/cp/dasmen/11. CP Bahasa Inggris.pdf#page=14.27
- Kencanasari, R. A. V., Surahman, U., & Permana, A. Y. (2019). The instrumental framework to measuring environmental awareness. Innovation of Vocational Technology Education, 15 (2), 101.
- Keshavarzi, A. (2012). Use of Literature in Teaching English. Procedia Social and Behavioral Sciences, Volume 46, Pages 554-559. https://doi.org/10.1016/j.sbspro.2012.05.159. Larsen-Freeman, D. (1986). Techniques and principles in language teaching. New York:Oxford University Press.
- Khoirunisa, G. (2023). DEVELOPING CRITICAL THINKING SKILLS-INFUSED AND MICROLEARNING BASED ENGLISH READING MATERIALS FOR SEVENTH GRADERS (Doctoral dissertation, UNIVERSITAS NEGERI JAKARTA).
- Kinslow, A. T., Sadler, T. D., & Nguyen, H. T. (2019). Socio-scientific reasoning and environmental literacy in a field-based ecology class. *Environmental Education Research*, 25(3), 388-410.
- Kumar, V., & Choudhary, S. K. (2024). Reimagining Scientific Literacy: A Framework for Future-Focused Science Education.
- Kumar, V., Choudhary, S. K., & Singh, R. (2024). Environmental socio-scientific issues as contexts in developing scientific literacy in science education: A systematic literature review. *Social Sciences & Humanities Open*, *9*, 100765.
- Lee, O., Llosa, L., Grapin, S., Haas, A., & Goggins, M. (2019). Science and language integration with English learners: A conceptual framework guiding instructional materials development. *Science Education*, 103(2), 317-337.
- Lestari, D. S., & Silvana, R. (2020). THE EFFECTS OF SUMMARIZING USING INFOGRAPHICS ON EFL LEARNERS 'READING COMPREHENSION. Globish (An English-Indonesian Journal for English, Education and Culture), 9(2), 129–144.

- Leung, T. C., & Ng, A. W. (2019). Green Education and Sustainable Development. In *Encyclopedia of Sustainability in Higher Education* (pp. 806-813). Cham: Springer International Publishing.
- Lin, L. F. (2017). Impacts of the Problem-Based Learning Pedagogy on English Learners' Reading Comprehension, Strategy Use, and Active Learning Attitudes. *Journal of education and training studies*, 5(6), 109-125.
- Liu, J., & Green, R. J. (2024). Children's pro-environmental behaviour: A systematic review of the literature. *Resources, Conservation and Recycling*, 205, 107524.
- Ludwig, C. (2021). "There is no such thing as 'away": an inquiry-based approach to developing learners' sustainability literacy in the EFL classroom. *Ecozon@: European Journal of Literature, Culture and Environment*, 12(1), 66-82.
- Lunzer, E., Waite, M., & Dolan, T. (1979). Comprehension and comprehension tests. The effective use of reading, 37-71.
- Ma, L., Ismail, L., & Saharuddin, N. (2023). Effectiveness of Literature Circles in Developing English Language Reading Ability: A Systematic Review. *English Language Teaching*, 16(7), 1-47.
- Ma, S. (2024). Design and application of multimodal teaching resources in English major teaching. *Academic Journal of Humanities & Social Sciences*, 7(7), 170–175. https://doi.org/10.25236/AJHSS.2024.070726
- Macalister, J., & Nation, I. P. (2019). Language curriculum design. Routledge.
- Maley, A. (2011). Squaring the circle: Reconciling materials as constraint with materials as empowerment. In B. Tomlinson (Ed.), Materials development for language teaching (Revised ed., pp. 379–402). Cambridge: Cambridge University Press.
- Maley, A. (2016). Principles and procedures in materials development. In Issues in materials development (pp. 11-29). Brill.
- Manickam, R., & Azlina, binti A. A. (2020). The Effectiveness of using Infographics as an Aid for Reading Comprehension. Open Journal of Science and Technology, 3(1), 24–33. https://doi.org/10.31580/ojst.v3i1.1360
- Mashudi, M., Nurmansyah, A., Saenko, N. R., Nurjamin, A., & Sharifullina, S. R. (2022). The Impact of English Cultural Awareness on Indonesian Advanced EFL Learners' Grammar Knowledge. *International Journal of Society, Culture & Language*, 10(1), 99-108.
- Masuhara, H. (2023). Materials for developing reading skills. *Developing materials for language teaching*, 340-363.
- Mayer, R. E. (2013). Multimedia instruction. In *Handbook of research on educational communications and technology* (pp. 385-399). New York, NY: Springer New York.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (Vol. 2). John Wiley & Sons.

- McGrath, I. (2016). Materials evaluation and design for language teaching. In *Materials Evaluation and Design for Language Teaching*. Edinburgh University Press.
- McKenna, M. C., & Robinson, R. D. (2014). Teaching through text: Reading and writing in the content areas (2nd ed.). Boston: Pearson.
- McKenney, S., Nieveen, N., & Van den Akker, J. (2006). Design research from a curriculum perspective. In Educational design research (pp. 79-102). Routledge
- McKeown, R., Hopkins, C. A., Rizi, R., & Chrystalbridge, M. (2002). *Education for sustainable development toolkit* (p. 2002). Knoxville: Energy, Environment and Resources Center, University of Tennessee.
- McNamara, D. S., Jacovina, M. E., & Allen, L. K. (2015). Higher order thinking in comprehension. In Handbook of Individual Differences in Reading (pp. 164-176). Routledge.
- Mercer, S., Correia Ibrahim, N., Bilsborough, K., Jones, C., & Potzinger, C. (2023). Teacher perspectives on addressing environmental issues in ELT. *ELT Journal*, 77(4), 393-406.
- 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.
- Ministry of Education Indonesia. (2020). National Education Strategic Plan 2020-2024: Jakarta: Ministry of Education.
- Minto, T. L. (2024). Material development in ELT: Principles and procedures. *Research Journal of English Language and Literature (RJELAL)*, 6(1), 316-323.
- Mishan, F. (2015). Materials development for TESOL. Edinburgh University Press.
- Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., & Chaves, W. A. (2019). Identifying effective climate change education strategies: A systematic review of the research. *Environmental Education Research*, 25(6), 791-812.
- Mukundan, J., Zarifi, A., & Kalajahi, S. A. R. (2016). Developing reading materials for ESL learners. In *Issues in materials development* (pp. 65-73). Brill.
- Mukundan, J., Zarifi, A., & Kalajahi, S. A. R. (2016). Developing reading materials for ESL learners. In *Issues in materials development* (pp. 65-73). Brill.
- Munby, J. (1981). Communicative syllabus design: A sociolinguistic model for designing the content of purpose-specific language programmes. Cambridge university press.
- Murphy, C., Smith, G., & Broderick, N. (2021). A starting point: Provide children opportunities to engage with scientific inquiry and nature of science. *Research in Science Education*, 51(6), 1759-1793.
- Nakamura, H., & Fujimoto, E. (2024). Integrating Sustainability into English Language Teaching: A Quantitative Analysis of Outcomes. *Research Studies in English Language Teaching and Learning*, 2(1), 45-54.

- Nasirahmadi, A., Fatemeh. A. (2014). Cultural Issues and Teaching Literature for Language Learning, Procedia Social and Behavioral Sciences, Volume 98, Pages 1325-1330, ISSN 1877-0428, https://doi.org/10.1016/j.sbspro.2014.03.549.
- Nation, I. S. P. (2009). Teaching ESL/EFL Reading and Writing. Routledge.
- Ni'mah, F. (2019). Research trends of scientific literacy in Indonesia: Where are we?. *Jurnal Inovasi Pendidikan IPA*, 5(1), 23-30.
- Norman, D. A. (2004). Emotional design. New York, NY: Perseus Book Group.
- North, B. (2014). The CEFR in practice (Vol. 4). Cambridge University Press.
- Novak, A. M., & Treagust, D. F. (2022). Supporting the development of scientific understanding when constructing an evolving explanation. *Disciplinary and Interdisciplinary Science Education Research*, 4(1), 3.
- Nunamaker, J., Chen, M., & Purdin, T. (1991). Systems development in information systems research. J. Manage. Inf. Syst., 7(3), 89-106.
- Nur, S., Anas, I., & Pilu, R. (2022). The call for environmentally-based language teaching and green pedagogy: Climate actions in language education. *Elsya: Journal of English Language Studies*, 4(1), 77-85.
- OECD (2019), 2018 Assessment and Analytical Framework, PISA, OECD Publishing, Paris, https://doi.org/10.1787/b25efab8-en.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 6). Brussels, Belgium: International Academy of Education.
- Pearson, P. D., & Hoffman, J. V. (2011). Principles of practice for the teaching of reading. Rebuilding the foundation: Effective reading instruction for 21st century literacy, 9-38.
- Peffers, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A design science research methodology for information systems research. *Journal of management information systems*, 24(3), 45-77.
- Pranata, M. S. A. (2019). The Teaching of Reading in Senior Secondary School. International Journal of English Education and Linguistics (IJoEEL), 1(2), 42–49. https://doi.org/10.33650/ijoeel.v1i2.964
- Putri, C., Silvhiany, S., & Inderawati, R. (2024). Empowering young learners: Integrating climate change education with bilingual picture books in ELT. *English Review: Journal of English Education*, *12*(2), 601-616.
- Ramadhan, S., Sukma, E., & Indriyani, V. (2019, August). Environmental education and disaster mitigation through language learning. In *IOP conference series: Earth and environmental science* (Vol. 314, No. 1, p. 012054). IOP Publishing.
- Ramadhan, S., Sukma, E., & Indriyani, V. (2021, March). Design of task-based digital language teaching materials with environmental education contents for middle school

- students. In *Journal of Physics: Conference Series* (Vol. 1811, No. 1, p. 012060). IOP Publishing.
- Redman, A., Wiek, A., & Barth, M. (2021). Current practice of assessing students' sustainability competencies: A review of tools. *Sustainability Science*, 16, 117-135.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge university press.
- Richards, J. C. (2015). Key issues in language teaching. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in higher Education*, *16*, 23-38.
- Richey, R.C. & Klein, J.D. (2007). Design and Development Research. New Jersey, USA: Lawrence Erlbaum Associates, Inc.
- Richey, R. C., & Klein, J. D. (2014). *Design and development research: Methods, strategies, and issues.* Routledge.
- Rieckmann, M. (2017). Education for sustainable development goals: Learning objectives. UNESCO publishing.
- Rieckmann, M. (2018). Learning to transform the world: Key competencies in Education for Sustainable Development. *Issues and trends in education for sustainable development*, 39(1), 39-59.
- Romney, C. (2017). Considerations for using images in teacher made materials. *The*, *16*, 80-89.
- Romney, C. (2019). The purposes of images in ELT textbooks reexamined. *Toyo Gakuen University (Hongo Campus) Tokyo, Japan Artwork courtesy of Jim George and James Dunn*, 203.
- Rose, D. (2018). Languages of schooling: Embedding literacy learning with genre-based pedagogy. *European Journal of Applied Linguistics*, 6(1), 59-89.
- Rudenko, E. (2023). Embedding sustainability into English environment: a holistic approach. In *E3S Web of Conferences* (Vol. 371, p. 05017). EDP Sciences.
- Sabarwal, S., Venegas Marin, S., Spivack, M. H., & Ambasz, D. (2024). Choosing Our Future-Education for Climate Action. World Bank Publications.
- Saiful, J. A. (2023). Eco-ELT for environmental research and praxis in ELT. *Journal on English as a Foreign Language*, 13(2), 373-398.
- Setyowati, L., Karmina, S., Sujiatmoko, 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.

- Silvhiany, S., Kurniawan, D., & Safrina, S. (2023). Climate change awareness in ELT: Ethnography in connected learning and ecojustice pedagogy. *Journal of English Language Teaching Innovations and Materials (Jeltim)*, 5(2), 91-109.
- Snow, M. A., & Brinton, D. M. (Eds.). (2017). *The Content-Based Classroom: New Perspectives on Integrating Language and Content* (2nd ed.). University of Michigan Press.
- Spangenberg, J. H. (2015). Indicators for sustainable development. In *Routledge* international handbook of sustainable development (pp. 308-322). Routledge.
- Stahl, K. A. D., Flanigan, K., & McKenna, M. C. (2019). Assessment for reading instruction. Guilford Publications.
- Stevenson, R., Brody, M., Dillon, J., & Wals, A. (2013). International Handbook of Research on Environmental Education. Routledge.
- Stoller, F. L., & Robinson, M. S. (2014). An interdisciplinary textbook project: Charting the paths taken. In *English language teaching textbooks: Content, consumption, production* (pp. 262-298). London: Palgrave Macmillan UK.
- Sukserm, P., & Wasanasomsithi, P. (2023). From Pen to Pixels: Enhancing EFL Learners' Writing Abilities through the Use of Inquiry-Based Learning and Visual Literacy Model. *rEFLections*, 30(3), 802-825.
- Sulistya, Ananda Ridho. (2025, June 15). 5 Cases of Environmental Damage in Indonesia due to Mining Activities. https://en.tempo.co/read/2017789/5-cases-of-environmental-damage-in-indonesia-due-to-mining-activities
- Suryani. (2021). Reading Teaching Strategies Applied by Teacher of Senior High School 1 Jambi City in Online Learning. UIN Sutha Jambi.
- Sweet, A. P. (2000). Ten Proven Principles for Teaching Reading.
- Tilbury, D. (2011). Education for sustainable development: An expert review of processes and learning.
- Ting, P. D., Swanto, S., Din. W. A., & Kamlun, K. (2022). The Effects Of Inquiry-Based Reciprocal Teaching Module (IBRM) On Malaysian ESL Learners' Reading Comprehension: A Quasi-Experiment. International Journal of Education, Psychology and Counseling, 7 (48), 369-382.
- Tomlinson, B., & Masuhara, H. (2004). Developing Cultural Awareness Integrating culture into a language course. *Modern English Teacher*, 13(1), 5-12.
- Tomlinson, B. (Ed.). (2011). Materials development in language teaching (Revised ed.). Cambridge: Cambridge University Press.
- Tomlinson, B. (2016). *Developing materials for language teaching* (2nd ed.). Bloomsbury.
- Tomlinson, B., & Masuhara, H. (2017). The complete guide to the theory and practice of materials development for language learning. John Wiley & Sons.

- Tomlinson, B. (2018), 'Text-driven approaches to task-based language teaching', MATSDA Folio, 18/2 (4–7) September 2018, 4–7.
- Tomlinson, B. and Masuhara, H. (2018), The Complete Guide to the Theory and Practice of Materials Development for Language Learning. Chichester: Wiley-Blackwell.
- Tomlinson, B. (Ed.). (2023). *Developing materials for language teaching*. Bloomsbury Publishing.
- Toprak, E. L., & Almacıoğlu, G. (2009). Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners. Journal of Language and Linguistics Studies, 5(1), 1–17.
- Tuyan, S.E (2018). On the Way to Achieve Sustainability: An Evaluative Look at a Three-Year Action Research Program in an ELT Context. In Empowering Teacher-Researchers, Empowering Learners; IATEFL: Faversham, UK; pp. 19–28.
- UNESCO, Leicht, A., Heiss, J., & Byun, W. J. (2018). Issues and trends in education for sustainable development.
- UNESCO. (2021). Education for Sustainable Development: A Roadmap. UNESCO Publishing.
- UNESCO. (2022). Youth demands for quality climate change education. UNESCO Publishing.
- UNESCO. (2024). Greening Curriculum Guidance: Teaching and learning for climate action. Paris: UNESCO.
- Urquhart, A. H., & Weir, C. J. (2014). Reading in a second language: Process, product and practice. Routledge.
- Usama, M., & Tarai, S. (2024). Eco-linguistic Approach in English Language Education: Enhancing English Language Proficiency and Sustainability Awareness. *Language in India*, 24(7).
- Vafaeikia, M., Marandi, S. S., & Siyyari, M. (2024). 5E-Based Online Activities and English Language Students' Reading and Listening Performances. *Language and Translation*, 14(1), 45-57.
- Valladares, L. (2021). Scientific literacy and social transformation: Critical perspectives about science participation and emancipation. *Science & Education*, 30(3), 557-587.
- Wale, B. D., & Bishaw, K. S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian-Pacific Journal of Second and Foreign Language Education*, *5*, 1-14.
- Wang, L., & Liu, Q. (2021). Language Proficiency Development in Content-Based Instruction. Language Teaching Research, 25(4), 623-641.
- Williams, E., & Moran, C. (1989). Reading in a foreign language at intermediate and advanced levels with particular reference to English. Language teaching, 22(4), 217-228.

- Wilson, L. O. (2016). Anderson and Krathwohl Bloom's taxonomy revised understanding the new version of Bloom's taxonomy. *The Second Principle*, *1*(1), 1-8.
- Wilson, R., et al. (2023). Synergistic Effects of Combined Environmental and Scientific Literacy Instruction. Science Education, 107(2), 345-367.
- Winarni, E. W., Hambali, D., & Purwandari, E. P. (2020). Analysis of Language and Scientific Literacy Skills for 4th Grade Elementary School Students through Discovery Learning and ICT Media. *International Journal of Instruction*, 13(2), 213-222.
- Wright, A. (1989) Pictures for language learning. Cambridge, England: Cambridge University Press.
- Yang, H. (2022). Design of an Effective Evaluation System for English Fragmented Learning Based on Mobile Information Environment. *Mobile Information* Systems, 2022(1), 3007003.
- Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability in English Language Teaching: Strategies for Empowering Students to Achieve the Sustainable Development Goals. *Sustainability*, 16(8), 3325.
- Zhang, L., Liu, X., & Feng, H. (2023). Development and validation of an instrument for assessing scientific literacy from junior to senior high school. *Disciplinary and Interdisciplinary Science Education Research*, 5(1), 21.