REFERENCES

Abraham, R. (1983). Relationship between use of the strategy of monitoring and the cognitive style. Studies in Second Language Acquisition, 6, 17-32.

Anderson, J. R. (1981). New dimensions in second language acquisition research. Rowley, MA: Newbury House Publications.

Abdul Razak, A. (1999). Hubungan antara gaya pembelajaran dengan pencapaian mata pelajaran sejarah dari segi jantina, ethnic dan lokasi sekolah. Unpublished masters thesis, Universiti Kebangsaan Malaysia.

Abdullah, A. (1992). Influence of ethnic values at the Malaysian workplace. In A. Abdullah (Ed.), Understanding the Malaysian Workforce : Guidelines for managers. Kuala Lumpur: Malaysian Institute of Management.

Abdullah, A. (1996). Going glocal. Kuala Lumpur: Malaysian Institute of Management.

Abdullah, S. (1999). The effects of learning style preferences on performance in learning which utilizes print-based open learning materials. UUM. Unpublished Research Report.

Anderson, J. R. (1985). Second language : A cross linguistic perspective. Rowley, Mass: Newbury House.

Andrews, R. H. (1990). The development of a learning styles program in a low socioeconomic, underachieving North Carolina Elementary School. Journal of Reading, Writing and Learning Disabilities International, 6(3), 307-13.

Agogino A. M. & Hsi, S. (1995). Learning style based innovations to improve retention of female engineering students in the synthesis coalition. In ASEE / IEEE Frontiers in Education '95: Proceedings. Purdue University. Retrieved on October 6, 2000 from the World Wide Web : http:// fairway. ecn.purdue.edu /asee/fie95/4a2/4a21/4a21.htm.

Asher, J. J. (1966). The learning strategy of the total physical response : A review. Modern Language Journal, 50, 79-84.

Ausubel, D. A. (1968). Educational Psychology : A Cognitive View. New York: Holt, Reinhart and Winston.

Bailey, K. N. (1983). Competitiveness and anxiety in adult second language learning : Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), Classroom - oriented research in second language acquisition. Rowley, MA: Newbury House.

Barbe, W. B. & Milone,M.N. (1980). Modality. Instructor, 89, 44-47.

Barbe, W. B. & Milone,M.N. (1981). What we know about modality strengths. Educational Leadership, 38(5), 378-380.

Barbe, W. B., Swassing, R. H. & Milone, M. N. (1979). Teaching through modality strengths : Concepts and practices. Columbus, Ohio: Zaner-Bloser.

Barris, R., Kielhofner, G. & Bauer, D. (1985). Educational experience and changes in learning and value preference. Occupational Therapy Journal of Research, 5, 243-256.

Baure, E. (1991). The relationships between learning styles perceptual preferences, instructional strategies, mathematical achievement, and attitude toward mathematics of learning disabled and emotionally handicapped students in a suburban junior high school. Doctoral dissertation, Oregon State University. Dissertation Abstracts International, 47, 1998A.

Beebe, L. M. (1977). The influence of the listener on code-swiching. Language Learning, 27, 331-39.

Beebe, L. M. (1983). Risk-taking and the language learner. In H. Seliger & M. Long (Eds.), Classroom-oriented research in second language acquisition. (39-66). Rowley, MA: Newbury House.

Beebe, L. M. (1988). Issues in second language acquisition : Multiple perspectives. New York: Newbury House Publishers.

Belenky, M. F., Clinchy, B.M., Goldberge, N. R. & Tarule, J. M. (1986). Women's ways of knowing : The development of self, voice and mind. New York: Basic Books.

Bennet, C. I. (1979). Teaching students as they would be taught: The importance of cultural perspective. Educational Leadership, 36(4), 259-268.

Benson, P. & Voller, P. (1997). Autonomy and Independence in Language Learning. London: Longman.

Bialystok, E. (1979). The Theoretical Model of Second Language Acquisition. Language Learning, 28(1), 69-83.

Bialystok, E. (1981). The role of conscious strategies in second language. Modern Language Journal, 65, 24-35.

Bialystok, E. (1982). On the relationship between knowing and using linguistic forms. Applied Linguistics, 3, 123-139.

Bialystok, E. (1990a). Communication strategies. Oxford: Blackwell.

Bialystok, E. (1990b). The Dangers of Dichotomy : A Reply to Hulstijn. Appiled Linguistics, 11, 46-52

Birkey, R. C. & Rodman, J. J. (1995). Adult learning styles and preference for technology programs. National University Research Institute. Retrieved on October 3, 2000 from the World Wide Web : http://www2.nu.edu/nuri/llconf/confl1995/birkey.html.

Bransford, J. D., Stein, B. S., Shelton, T. S. & Owings, R. A. (1981). Cognition and adaptation : The importance of learning to learn. In J. H. Harvey (Ed.), Cognition, social behaviour and the environment. Hillsdale, NJ: Lawrence Erlbaum.

Brookfield, S. (Ed.). (1985). Self-directed learning : From theory to practice. San Francisco: Jossey-Bass Inc.

Brown, A. & Palinscar, A. S. (1982). Inducing strategic learning from text by means of informed, self-controlled training. In B. Wong (Ed.), Metacognition and learning diasabilities. Topics in Learning and Learning Disabilities, 2 (1).

Brown, A. L. & Baker, L. (1984). Metacognitive skills and reading. In P. D. Pearson (Ed.), Handbook of reading research. New York: Longman.

Brown, H. D. (1980). The Optimal Distance Model of Second Language Acquisition. TESOL Quarterly, 14, 157-164.

Brown, J. D. (1983). An exploration of morpheme-group interactions. In K. M. Bailey, M. Long & S. Peck. (Eds.), Second language acquisition studies, 25-45. Rowley, MA: Newbury House.

Brown, H. D. (1987). Principles of language learning and teaching. Englewood Cliffs, NJ: Prentice-Hall.

Brown, H. D. (1994). Teaching by Principles: Interactive Language Teaching Methodology. New York: Prentice Hall Regents.

Brumfit, C. (1992). Review of Stephen Krashen's language acquisition and language education. Applied Linguistics, 13,123-125.

Buczowska, E. & Weist, R. M. (1991). The effects of informal instruction on the second language acquisition of temporal location. Language Learning, 41, 535-554.

Buell, B. G. & Buell, N. A.(1987). Perceptual modality preferences as a variable in the effectiveness of continuing education for professionals. doctoral dissertation, University of Southern California, 1987. Dissertation Abstracts International, 48, 283A.

Cafferty, E. (1980). An analysis of student performance based upon the degree of match between the educational cognitive style of the teacher and the educational cognitive style of the students. Doctoral dissertation, University of Nebraska. Dissertation Abstracts International. 41,07A,M, 2908.

Carbo, M. (1980). An analysis of the relationship between the modality preferences of kindergartners and selected reading treatments as they affect the learning of a basic eight-word vocabulary. Doctoral dissertation, St. John's University, 1980. Dissertation Abstracts International. 41, 10A.

Carbo, M. (1984). Research in learning style and reading: Implications for instruction. Theory into Practice, 23, 72-76.

Chamot, C., O'Malley, J., Kupper, L. & Impink-Hernandez, M. V. (1987). A study of learning strategies in foreign language instruction. First year report. Rossylyn, VA: Inter America Research Associates.

Chapelle, C. & Roberts, C. (1986). Ambiguity tolerance and field indfependence as predictors of proficiency in English as a second language. Language Learning, 36, 27-43.

Cheng, M. H. & Banya, K. (1998). Bridging the gap between teaching styles and learning styles. In J.M. Reid, (Ed.), Understanding Learning styles in the second language classroom. New Jersey: Prentice-Hall Regents.

Cherry,C. E. (1981). The measurement of adult learning style: Perceptual modality. Unpublished Doctoral Dissertation. University of Tennessee.

Ch'ng, S. K. (2000). Perbezaan gaya pembelajaran dan hubungannya dengan pencapaian sains. University Kebangsaan Malaysia Professional Training.

Chua, L. C. (2003). Gaya pembelajaran dan hubungannya dengan pencapaian academic guru-guru pelatih semester tiga Maktab Perguruan Sarawak, Miri. Jurnal Penyelidikan Pendidikan MPS, 6(1), 38-48.

Cohen, R. (1969). Conceptual styles, culture conflict, and non-verbal tests of intelligence. American Anthropologist, 71, 828-856.

Cohen, A. D.(1984). Studying second language strategies: How do we get the information? Applied Linguistics, 5, 101-11.

Cohen, A. D. & Aphek, E. (1981). Easifying second language learning. Studies in Second Language Acquisition, 3(2), 221-236.

Condon, J. S. (1984). With respect to the Japanese. Yarmouth, ME: Intercultural Press.

Cornett, C. E. (1983). What you should know about teaching and learning styles. Bloomington, IN: Phi Delta Kappa Education Foundation

Cross, J. A. Jr. (1982). Internal locus of control governs talented students (9-12). Learning Styles Network Newsletters, 3(3), 3. National Association of Secondary School Principals.

Cummins, J. (1989). Empowering minority students. Sacramento, CA: California Association for Bilingual Education.

Cummins, J. (1991). Language development and academic learning. In L. Malave & G. Duquette (Eds.), Culture and cognition. Clevedon: Multilingual Matters.

Cummins, J. (1994). The acquisition of English as a second language. In K. Spangenberg-Urbschat & R. Pritchard (Eds.), Reading instruction for ESL students. Delaware: International Reading Association.

Curry, L. (1987). Integrating concepts of cognitive learning style: A review with attention to psychometric standards. Ontario, Canada: Canadian College of Health Service Executives.

Dansereau, D. (1978). The development of learning strategies curriculum in H.O'Neill (Ed.), Learning Strategies. New York: Academic Press.

Dansereau, D., Long, G. L., McDonald, B.A., Atkinson, T. R., Ellis, A. M., Collins, K., Williams, S., & Evans, S. H. (1975). The Effective Learning Strategy Training Program: Development and Assessment. Technical Report AFHRL-TR 75-41, Brooks Airforce Base, Texas Air Force Human Resources Laboratory.

Davidman, L. (1981). Learning style: The myth, the panacea, the wisdom. Phi Delta Kappa, 62, 641-645.

Debello, T. (1985). A critical analysis of the achievements and attitude effects od administrative assignments to social studies writing instructions based on identified eighth grade students' learning style preferences for learning alone, with peers, or with teachers. Doctoral dissertation, St. John's Unuversity. Dissertation Abstracts International, 47, 68A.

Debello, T. (1990). Comparison of eleven major learning style models : Variables, appropriate population, validity of instrumentation, and the research behind them. Journal of Reading and Learning Disabilities International, 6(3), 315-322.

Decker, B. C. (1983). Cultural Diversity: Another element to recognize learning styles. National Association of Secondary School Principals Bulletin, 67, 43-48.

Dewar, T. (1996). Adult learning online. Retrieved on October 29, 2002. From the World Wide Web : http://www.cybercorp.net/~tammy/lo/ oned2.html.

Dorian, R. (1985). Learning styles. Togial, Alska. ERIC Clearinghouse on Language and Linguistics. (ERIC Document Reproduction Service No. ED269201).

Doughty, C. (1988). The effect of instruction on the acquisition on relativisation in ESL. Unpublished PhD dissertation, University of Pennsylvania.

Doughty, C. (1991). Second language instruction does make a difference : Evidence from an empirical study of SL relativisation. Studies in Second Language Acquisition, 13, 431-469.

Dunn, R. (1984). How should students do their homework : Research vs. Opinion. Early Years, 15(8), 43-45.

Dunn, R. (1990). Rita Dunn answers questions on learning styles. Educational Leadership, 48(15), 15-19.

Dunn, R. & Dunn, K. (1979). Teaching students through their individual learning styles: Practical approaches. Englewood Cliffs, NJ: Prentice Hall.

Dunn, R., Krimsky, J., Murray. J. & Quinn, P. (1985). Light up their lives : A review of research on the effects of lighting on children's achievement. The Reading Teacher, 38(9), 863-869.

Dunn, R. & Griggs, S. A. (1988). Learning styles : Quiet revolution in American Schools. Reston, VA: National Association of Secondary School Principals.

Dunn, R., Beaudry, J. A., & Klavas, A. (1989). Effects of matching and mismatching students' mobility preferences on recognition and memory tasks. Journal of Educational Research, 83(5), 283-288.

Dunn, R., Deckinger, L., Withers, P. & Katzenstein, H. (1990). Should college students be taught how to do their homework? llinois Research and Development Journal, 26(2), 96-113.

Dunn, R., Gemake, J., Jalali. F., Zenhausern, R., Quinn, P. & Spiridakis, J. (1990). Cross-cultural differences in the learning styles of fourth, fifth and sixth grade students of Afro, Chinese, Greek and Mexican heritage. Journal of Multicultural Counseling and Development, 18(2), 68-93.

Dunn, R. & Griggs, S. A (1990). Research on the learning style characteristics of selected racial and ethnic groups. Journal of Reading, Writing and Learning Disabilities, 6(3), 261-280.

Dunn, R., Giannitti, M. C., Murray, J. B., Gedisert, G., Rossi, I. & Quinn, P. (1990). Grouping students for instruction : Effects of individual vs. group learning style on achievement and attitudes. Journal of the Missouri Association for Supervision and Curriculum Development, 18(2), (68-93). Alexandria, VA: American Association for Multicultural Counseling and Development.

Dunn, R. & Dunn, K. (1993). Teaching secondary students through their individual learning styles. : Practical approach for grades 7-12. Boston: Allyn and Bacon.

Dunn, R. S. & Griggs, S. A. (1995). Multiculturalism and learning style : Teaching and counseling adolescents. Westport, CT: Praeger.

Ehrman, M. E. & Oxford, R. L. (1988). Ants and grasshoppers, badgers and butterflies: Qualitative and quantitative explorations of adult language learning styles and strategies. Paper presented at a Symposium on Research Perspectives on Adult Language Learning and Acquisition. Columbus: Ohio State University.

Ehrman, M. E. & Oxford, R. L. (1989). Effects of sex differences, career choice and psychological type on adults' language learning strategies. Modern Language Journal. 79(1), 1-13.

Ehrman, M. E. & Oxford, R. L. (1990). Adult Language Learning Styles and strategies in an intensive training setting. Modern Language Journal, 74(3), 311-327.

Elias-Olivares, L. (1976). Ways of speaking in a Chicano community : a sociolinguistic approach. Unpublished PhD dissertation, University of Texas at Austin.

Ellis, R. (1990). Instructed second language acquisition : Learning in the classroom. Cambridge, MA: Basil Blackwell.

Ellis, R. (1994). The study of second language acquisition. London: OUP.

Farr, B. J. (1971). Individual differences in learning: Predicting one's most effective learning modality. Unpublished Doctoral Dissertation, Catholic University of America.

Forgus, R. (1966). Perception. New York: McGraw-Hill Book Company.

French, R., Gilley. D. & Cherry, E. (1981). Overview of the seven perceptual styles. What makes the perceptual styles a different way of learning? Retrieved on October 5, 2002, from the World Wide Web : (http://www.learningstyles.org/SevenstylesOverview.htm).

Gagne, R. M. (1977). The conditions of learning. New York: Holt, Reinhart & Winston.

Gagne, E. (1983). The cognitive psychology of school learning. New York: Harper Collins College Publishers.

Gardner, R. (1960). Motivational variables in second language acquisition. Unpublished doctoral dissertation, McGill University.

Gardner, H. (1983). Frames of mind : The theory of multiple intelligence. New York: Basic Books.

Gardner, R. C. (1985). Social psychological aspects of language learning : The role of attitudes and motivation. London: Edward Arnold.

Gardner, R. C. & Lambert, W. E. (1972). Attitudes and motivation in second language learning. Rowley, MA: Newbury House Publishers.

Galbraith, M. & James, W. (1984). Assessment of perceptual learning styles of older adults. Educational Gerontology, 10, 449-457.

Giannitti, M. C. (1988). An experimental investigation of the relationship among the learning style sociological preferences of middle-school students (Grades 6, 7, 8), their attitudes and achievements in social studies and selected instructional strategies. Doctoral dissertation, St. John's University. Dissertation Abstracts International, 48, 18A

Giles, H. & Smith, P. (1979). Accommodation theory: Optimal levels of convergence. In H. Giles and R. St. Clair (Eds.), Language and social psychology, 45-65. Basil Blackwell.

Glass, A. (1984). Round table on hemispheric specialization and lateral asymmetries in the EEG : introduction. <u>Biological Psychology, 19,</u> 151-157.

Good, T. L. & Brophy, J. E. (1986). <u>Educational psychology.</u> New York: Longman.

Gonzales, R. R. & Roll, S. (1985). Relationships between acculturation, cognitive style and intelligence. <u>Journal of Cross-cultural psychology, 16(2),</u> 190-205.

Gregg, K. R. (1984). Krashen's monitor and Occam's razor. <u>Applied Linguistics, 5,</u> 79-100.

Gregorc, A. F. (1979). Learning / teaching styles : Potent forces behind them. <u>Educational Leadership,</u> 236-238.

Gregorc, A. F. & Butler, K. A. (1984). Learning is a matter of style. <u>Vocational Education, 59(3),</u> 27-29.

Griggs, S. A. (1990). Counseling students towards effective study skills using their learning styles strength. <u>Journal of Reading, Writing and Learning Disabilities International, 6(3),</u> 223-247.

Griggs, S. A. & Price, G. E. (1980). Learning style of gifted versus average junior high school students. <u>Phi Delta Kappa, 62,</u> 60-64.

Guiora, A., Beit-Hallahmi, B., Brannon, R., Dull, C. & Scovel, T. (1972). The effects of experimentally induced changes in ego states on pronunciation ability in a second languge : An exploratory study. <u>Comprehensive Psychiatry, 13,</u> 421-28.

Hagen, J. W., Barclay, C. R. & Newman, R. S. (1982). Metacognotion, self-knowledge and learning disabilities : Some thoughts on knowing and doing. <u>Topics in Learning and Learning Disabilities, 2,</u> 19-26.

Hale, J. (1982). <u>Black children: Their roots, culture, and learning styles.</u> Baltimore: John Hopkins University Press.

Halverson, C. (1979). Individual and cultural determinants of self-directed learning ability : Straddling an instructional dilemma. In D. D. Dora & L. J. Blanchard (Eds.), <u>Moving towards self-directed learning,</u> (53-65). Alexandria, VA: Association for Supervision and Curriculum Development.

Hansen, J. & Stanfield,C. (1981). The relationship of field dependent-field independent cognitive styles to foreign language achievement. Language Learning,31(3), 349-367.

Hansen-Strain, L. (1989). Student and teacher cognitive styles in second language classrooms. In V. Bickley, (Ed.), Language teaching and learning styles within and across cultures. Hong Kong: Education Department, Institute of Language in Education.

Harihan, N. K. & Abdullah, S. (1999). The effect of learning experience on students' learning styles. Paper presented at the Fifth Biennial International Conference, Malaysia.

Harp, L. A. & Orsak, L. (1990). One administrators challenge : Implementing learning style program at the secondary level. Journal of Reading, Writing and Learning Disabilities International, 6(3), 335-342.

Hartman, V. F. (1995). Teaching and Learning style preferences : Transitions through technology. VCCA Journal, 9(2), Summer, 18-20. Retrieved on April 5, 2002 from the World Wide Web : http://www.so.cc.va.us/vcca/hart1.htm

Hashim, R. A. & Syed Sahil, S. A. (1994). Examining learners' language learning strategies. RELC Journal, 25(2), 1-20.

Hayes, J. & Allinson, C. W. (1996). The implications of learning styles for training and development. : a discussion of the matching hypothesis. British Journal of Management, 7, 63-73.

Heyde, A. (1979). The relationship between self-esteem and oral production of a second language. Unpublished doctoral dissertation. University of Michigan, Ann Arbor.

Hill, G. D. (1987). An experimental investigation into the interaction between modality preference and instructional mode in the learning of spelling words by upper elementary learning disabled students. Doctoral dissertation, North Texas State University. Dissertation Abstracts International, 48, 2536A.

Hilgard , E. (1963). Motivation in learning theory. In Koch, S. (Ed.), Psychology : A study of Science, Volume 6. New York: McGraw-Hill Book Company.

Hogan, R. (1969). Development of an empathy scale. Journal of Consulting and Clinical Psychology, 33, 307-316.

Hosenfeld, C. (1977). A preliminary investigation of the reading strategies of successful and non-successful language learners. System, 5, 110-123.

Hosenfeld, C. (1979). A learning-teaching view of second language instruction. Foreign Language Annals, 12, 51-57.

Horwitz, E. K., Horwitz M. B., & Cope, J. (1986). Foreign language classroom anxiety. Modern Language Journal, 70, 125-32.

Hulstijn, J. H. (1990). A comparison between the information-processing and the analysis / control approaches to language learning. Applied linguistics, 8, 287-307.

Hvitfeldt, C. (1986). Traditional culture, perceptual style and learning : The classroom behaviour of Hmong adults. Adult Education Quarterly, 36, 65-77.

Ingham, J. (1989). An experimental investigation of the relationships among learning style perceptual preference. Instructional strategies, training achievement, and attitudes of corporate employees. Doctoral dissertation, St. John's University. Dissertation Abstracts International, 51, 796A.

Jacobs, R. L. S. (1990). Learning styles of Black high, average and low achievers. Clearing House, 63(5), 253-262.

James, W. B. & Galbraith, M. W. (1989). Perceptual learning styles : Implications and techniques for the practitioner. Lifelong learning, 8, 20-23.

Jarsonback, S. (1984). The effects of a right brained Mathematics curriculum on low achieving, fourth grade students. Doctoral Dissertation, University of South Florida. Dissertation Abstracts International, 45, 2791A.

Jaya, M. Z. (2003). Kecenderungan gaya pembelajaran guru pelatih tahun dua maktab-maktab perguruan di Sarawak. Journal Penyelidikan Pendidikan MPS, 6(1), 21-37.

Johnson, W., Johnson, R. & Holubec, E.( 1994). The new circles of learning: cooperation in the classroom and school. Alexandria, VA: Association for Supervision and Curriculum Development.

Jones, G. B. F., Palinscar, A. M., Ogle, D. S. & Carr, E. G. (1987). Strategic thinking: A cognitive focus. In B. F. Jones, A. M. Palinscar, D. S. Ogle & E. G. Carr (Eds.), Strategic thinking and learning: Cognitive instruction inthe content areas. Alexandria, VA: Association for Supervision and Curriculum Development.

Kagan, S. (1989). Cooperative learning : Resources for teachers. San Juan Capistrano: Resources for Teachers.

Keefe, J. W. (1989). Profiling and Utilising Learning Style. Reston, VA: National Association of Secondary School Principals.

Keefe, J. W. (1987). Learning style : Theory and practice. Reston, VA: National Association of Secondary School Principals.

Keefe, J. W. & Ferrell, B. G. (1990). Developing a defensible learning style paradigm. Educational Leadership, 48(2), 57-61.

Kerlinger, F. N. (1973). Foundations of behavioural research : Educational, psychological and sociological inquiry. New York: Holt Rinehart and Winston.

Kinsella, K. (1996). Designing group work that supports and enhances diverse classroom work styles. TESOL Journal, 6 (1), 24-31.

Kirby, J. R. (1988). Style, strategy and skill in reading. In R. R. Schmeck (Ed.), Perspectives on individual different learning strategies and learning styles. New York: Plenum Press.

Knapp, B. (1991). An investigation of the impact on learning styles factors upon college students' retention and achievement. Doctoral Dissertation. St. John's University.

Kolb, D. A. (1976). Learning Style Inventory : Self-Scoring Test and Interpretation. Boston: McBer and Company.

Kolb, D. A. (1984). Experiential Learning: Experience as a source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D. A. (1985). Learning style inventory. Boston: Mcber.

Krashen, S. (1977). Some issues relating to the Monitor Model. In H. Brown , C. Yorio & R. Crymes (Eds.), TESOL 77, 144-58.

Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Krashen, S. (1982). Principles and practice in second language acquisition. Oxford: Pergamon Press.

Krashen, S. (1985). Second Language Acquisisition and Second Language Learning. Oxford: Pergamon Press

Krashen, S. (1986). Bilingual education and second language acquisition theory. In California State Department of Education. Schooling and Language minority students : A theoretical framework. Sacramento, CA: Department of Education.

Krashen, S., Long, M. & Scarcella, R. (1979). Age, rate, and eventual attainment in second language acquisition, TESOL Quarterly, 13, 573-582.

Lambert, W. E.(1963). Psychological approaches to the study of language. Modern Language Journal, 47, 51-62 and 114-121.

Lambert, W. E. (1967). A social psychology of bilingualism. The Journal of Social Issues, 23, 91-109.

Lambert, W. E.(1972). Language, psychology and culture : Essay by W. E. Lambert. Stanford, CA: Stanford University Press.

Lawrence, G. (1984). People, types and tiger stripes : A practical guide to learning styles. Ainesville: Centre for Applications of Psychological Type.

Leadership Project (1995). Adult learning principles and practice. Toronto: Sheridan College. Retrieved April 3, 2002 from the World Wide Web : http://www.sheridanc.on.ca/wwwtst/AS/LeadershipProject/adultlearn.html.

Lee, M. S. (1976). Some common grammatical errors made in written English by Chinese students. CATESOL Occasional Papers, 3, 115-120.

Lemmon, P. (1985). A school where learning styles make a difference. Principal, 64(4): 26-29.

Lesser, G. S., Fifer, G. & Clark, D. H. (1985). Mental abilities of children from different social class and cultural groups. Monograph of the Society for Research in Child Development, 30(4), Serial No. 102.

Litzinger, M. E. & Osif, B. (1993). Accomodating diverse learning styles: Designing instruction for electronic information sources. In L. Shirato (Ed.), What is good instruction now" Library instruction for the 90s. Ann Arbor, MI: Pierian Press.

Long, M. H. (1988). Instructed interlanguage development. In L. Beebe (Ed.), Issues in second language acquisition. (115-141). Cambridge, Mass: Newbury House.

Lourdusamy, A. (1994). Perbezaan gaya kognitif individu dan implikasinya terhadap pendidikan. Unpublished masters thesis, Universiti Sains Malaysia.

Lukmani , Y. (1972). Motivation to learn and language proficiency. Language learning, 22, 261-174.

Macintyre, P. D. & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning : A review of literature. Language Learning, 41, 85-117.

Markman, E. M. (1981). Comprehension monitoring. In P. Dickson (Ed.), Children's oral communication skills. New York: Academic Press.

Marshal, T. (1991). The whole world guide to language learning. Yarmouth, ME: Intercultural Press.

Martini, M. (1987). An analysis of the relationships between and among computer assisted instruction, learning style perceptual preferences, attitudes, and the science achievement of seventh grade students in a suburban New York school district. Doctoral dissertation, St. John's University. Dissertation Abstracts International, 47, 87A.

Mattews, D. B. (1991). The effects of learning style on grades of first year college students. Research in Higher Education, 32(3), 253-268.

McBride, S., et. al. (1980). Many voices, one word. London : Kogan Page, UNESCO. In R. L. Oxford Language Learning Strategies. What every teacher should know. New: New Bury House Publishers.

McGroarty, M. (1987). Patterns of persistent second language learners : elementary Spanish. Paper presented at the annual meeting of teachers of English to speakers of other languages. Miami, Florida.

McGroarty, M. (1989). The benefits of cooperative learning arrangements in second language instruction. NABE Journal, 13(2), 127-141.

McLeod, B. & McLaughlin, B. (1986). Restructuring or automaticity? Reading in a second language. Language Learning, 36, 109-123.

McLaughlin, B. (1978). The monitor model : Some methodological considerations. Language Learning. 28, 309-332.

McLaughlin, B. (1990). "Conscious" versus "unconscious" learning. TESOL Quarterly, 24, 617-634.

McLaughlin, B., Rossman, T. & McLeod, B. (1983). Second language learning: An information processing perspective. Language Learning, 33, 135-158.

Melton, C. D. (1990). Bridging the cultural gap : A study of Chinese student's learning style preferences. RELC Journal, 22, 29-47.

Messick, S. (1984). The nature of cognitive styles : problems and promise in educational practice. Educational Psychologist, 19, 59-74.

Messick, S. & Associates (1976). Individuality in learning. San Francisco: Jossey-Bass Publishers.

Miles, B. (1987). An investigation of the relationships among the learning style sociological preferences of fifth and sixth grade students, selected interactive classroom patterns and achievement in career awareness and career decision making concepts. Doctoral dissertation. St. John's University. Dissertation Abstracts International, 48: 2527A.

Miller, C. D. Alway, M. & McKinley, D. L. (1987). Effects of learning styles and strategies on academic success. Journal of College Student Personnel, September, 399-404.

Myers, I. B. (1978). Manual : The Myers-Brigg Type Indicator. Princeton, NJ: Educational Testing Services.

Myers, I. B. & McCulley, M. H. (1990). Manual : A guide to the development and use of the Myers-Briggs Type Indicator. Palo Alto: Consulting Psychologists Tests.

Naiman, N., Frohlich, M. & Todesco, A. (1975). The good second language learner. TESL Talk, 6(1), 58-75.

Naiman, N., Frohlich, M. & Todesco, A. (1978). The good language learner. Research in Education Series, 7. Toronto: Ontario Institute for Studies in Education.

Norusis, M. J. (1990). SPSS/PC+ Advanced statistics 4.0 for the IBM PC/XT/AT and PS/2. Chicago, Ilinois: SPSS Inc.

Nyikos, M. (1987). The effect of colour and imagery as mnemonic strategies on learning and retension of lexical items in German. Unpublished Doctoral Dissertation, Purdue University, West Lafayette, IN.

O'Malley, J. M., Chamot, A. U. & Walker, C. (1987). Some application of cognitive theory in second language acquisition. Studies in Second Language Acquisition, 9.

O'Malley, J. M., Chamot, A. U. Stewner-Manzanares, G. Russo, R. P. & Kupper, L. (1985a). Learning strategies used beginning and intermediate ESL students. Language Learning: 35, 21-46.

O'Malley, J. M., Chamot, A. U. Stewner-Manzanares, G. Russo, R. P. & Kupper, L. (1985b). Learning Strategy Applications with Students of English as a Second Language. TESOL Quarterly, 19, 557-584.

Oller, J. W. J. (1979). Language test at school : A pragmatic approach. London: Longman.

Oller, J. W., Baca, L. & Alfredo, V. (1978). Attitudes and attained proficiency in ESL : A sociolinguistic study of native speakers of Chinese in the United States. Language Learning, 27, 1-27.

Oxford, R. L. (1986a). Development and psychometric testing of the Strategy Inventory for Language Learning. Alexandria, VA: U.S. Army Research Institute for the Behavioural and Social Sciences.

Oxford, R. L. (1986b). Development of a new survey and taxonomy for second language learning. Paper presented at the Fourth Annual Conference on Learning Strategies, LaGuardia (NY) Community College.

Oxford, R, L. (1989a). The role of style and strategies in second language learning. Washington, DC. ERIC Clearinghouse on Language and Linguistics. (ERIC  Document Reproduction Service No. ED317087).

Oxford, R. L. (1989b). Use of language learning strategies: A synthesis of studies with implications for strategy training. System, 17(2).

Oxford, R. L. & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. Modern Language Journal, 73, 291-300.

Oxford, R. L. (1990a). Language Learning Strategies: What every teacher should know. Boston: Heinle and Heinle.

Oxford, R. L. (1990b). Strategy Inventory for Language Learning (SILL). In R. Oxford, Language Learning Strategies: What every teacher should  know. Boston: Heinle and Heinle

Oxford, R. L. (1990c). Styles, strategies and aptitude: Connections for language learning. In T.S. Parry & C.W. Stansfield (Eds.), Language aptitude reconsidered, 67-125. Englewood Cliffs, NJ: Prentice Hall.

Oxford, R. L. & Levine, R. Z. (1991).  Teacher student "style wars" in the language classroom : Research insights and suggestions. ADFL Bulletin, 23(3),  38-45.

Oxford, R. L., Hollaway, M. E. &  Horton-Murillo, D. (1992). Language learning styles and strategies in the multicultural, tertiary L2 classroom. System 20(3), 439-456.

Oxford, R. L. (1993). Style analysis survey (SAS). Tuscaloosa, AL: University of Alabama.

Oxford, R. L. & Ehrman, M. E. (1993). Second language research on individual differences. Annual Review of Applied Linguistics, 13, 188-205.

Oxford, R. L. & Erhman, M. E. (1995). Adults' Language Learning Strategies in an intensive foreign language program in the United States. System, 23(3), 359-386.

Paris, S. G., Newman, R. S. & Mcvey, K. A. (1982). Learning the functional significance of mnemonic actions : A microgenetic study of strategy acquisition. Journal of Experimental Child Psychology, 34, 490 – 509.

Paris, S. G. & Oka, E.R..(1986). Children's reading strategies, metacognition, and motivation. Developmental Review, 6, 25-56

Perrin, J. (1984). An experimental investigation of the relationships among the learning styles sociological selected international strategies, attitudes, and achievement in problem solving and rote memorisation. Doctoral dissertation, St. John's University. Dissertation Abstract International, 46, 342A.

Pizzo, J. (1981). An investigation of the relationships between selected acoustic environments and sound, an element of learning style, as they affect sixth grade students' reading achievement and attitudes. Doctoral dissertation, St John's University, 1982. Dissertation Abstracts International, 42, 2475A.

Politzer, R. L. (1983). An exploratory study of self reported language learning behaviours and their relation to achievement. Studies in Second Language Acquisition, 6, 54-65.

Politzer, R. L. & McGroarty, M. (1985). An explanatory study of learning behaviours and their relationship to gains in linguistic and communicative competence. TESOL Quarterly, 19, 103-23

Price, G. E., Dunn, R. & Saunders, W. (1981). Reading achievement and learning style characteristics. The Clearing House, 54, 224-25.

Raphael, T. E. & Mckinney, J. (1983). An examination of fifth and eighth grade children's question-answering behaviour : An instructional study in metacognition. Journal of Reading Behaviour, 15, 67-86.

Ramirez, A. G. (1986). Language learning strategies used by adolescents studying French in New York schools. Foreign Language Annals, 19, 13-141.

Ramirez, M. & Castanada, A. ( 1974). Cultural Democracy : Bicognitive development and education. New York: Academic Press.

Reichmann, S. W. & Grasha, A. F. (1974). A national approach to developing and assessing the construct validity of a study learning styles scales investment. Journal of Psychology, 67, 213-223.

Reiss, M. (1985). The good language learner: Another look. Canadian Modern Language Review, 41, 257-266.

Reid, J. M. (1987). The learning style preferences of ESL students. TESOL Quarterly, 21(1), 87-111.

Reid, J. M. (1990). The dirty laundry of ESL research. TESOL Quarterly, 24(2), 323-338.

Reid, J. M. (Ed.). (1995). Learning Styles in the ESL/EFL classroom. Boston, MA: Heinle and Heinle Publishers.

Reid, J. M. (1998). Teachers as perceptual learning style researchers. In J. M. Reid. (Ed.), Understanding learning style in second language classroom. NJ: Prentice-Hall Regents.

Reid, J. M. (Ed.). (1998). Understanding learning styles in the second language classroom. New Jersey: Prentice-Hall Regents.

Reinert, H. (1976). One picture is worth a thousand words? Not necessarily! Modern Language Journal, 60(2), 160-168.

Restak, R. (1979). The brain : The last frontier. New York: Double Day.

Riding, R. & Cheema, I. (1991). Cognitive styles – an overview and integration. Educational Psychology, 11( 3 & 4), 193-215.

Rigney, J. W. (1978). Learning strategies: A theoretical perspectives. In H.F. O' Neil, Jr. (Ed.), Learning strategies. (165-205). New York: Academic Press.

Rogers, C. R. (1983). Freedom to learn for the eighties. Columbus, OH: Charles E. Merrill Publishing Company.

Robotham, D. (1999). The application of learning style theory in higher education teaching. Retrieved June 23, 2002 from World Wide Web : http://www.chelt.ac.uk/el/philg/gdn/discuss/kolb2.htm.

Rossi-Le, L. (1989). Perceptual learning style preferences and their relationship to language learning strategies in adult students of English as a second language. Unpublished doctoral dissertation, Drake University, Des Moines, Iowa.

Rossi-Le, L. (1995). Learning Styles and strategies in adult immigrant ESL students. In J. M. Reid (Ed.), Learning Styles in the ESL/EFL classroom. (118-125). Boston: Heinle and Heinle.

Rubin, J. (1975). What the "good language learner" can teach us? TESOL Quarterly, 9, 41-51.

Rubin, J. (1981). The study of cognitive processes in second language learning. Applied Linguistics, 11, 118-131.

Rubin, J. & Thomson, I. (1982). How to be a more successful language learner. Boston, MA: Heinle and Heinle.

Russo, R. & Stewner-Manzanares, G. (1985). The training and use of learning strategies for English as a second language in a military context. Paper presented at the annual meeting of the American Educational Research Association, Chicago II.

Saad, B. M. (1997). Korelasi antara persekitaran pembelajaran dan pendekatan pelajaran dengan pencapaian ekonomi STPM. Unpublished masters thesis, University Kebangsaan Malaysia.

Scarcella, R. (1990). Teaching language minority students in the multicultural classroom. Englewood Cliffs, NJ: Prentice-Hall.

Schallert, D. L. & Kleiman, G. M. (1979). Some reasons why teachers are easier to understand than text books. Reading Education Report 9, Urbana, IL: University of Illinois, Centre for the Study of Reading.

Schmeck, R. R. (1983). Learning styles of college students. In R. E. Dillon & R. R. Schmeck (Eds.), Individual differences in cognition. New York: Academic Press.

Schmeck, R. R. (Ed.). (1988). Perspectives on individual different learning strategies and learning styles. New York: Plenum Press.

Shavelson, R. Hubner, J. & Stanton, G. (1976). Self-concept : Validation of construct interpretations. Review of Educational Research, 46, 407-441.

Shipman, S. & Shipman, V. C. (1985). Cognitive styles : Some conceptual, methodological and applied issues. In E. Gordon, (Ed.), Review of research in education. Washington, DC: American Educational Research Association.

Schmidt, R. W. (1990). The role of consciousness in second language learning. Language Learning, 25, 209-235.

Schroeder, C. C. (1996). New students-new learning styles. Retrieved on April 3, 2002 from World Wide Web : (http://gaya.nki.no/~morten/cmcped.htm).

Schumann, J. H. (1982). Affective factors and the problem of age in second language acquisition. Language learning, 25, 209-235.

Schumann, F. & Schumann, J. (1977). Diary of a language learner: An introspective study of second language learning. In H. Brown, C. Yorio & R. Crymes. (Eds.), TESOL 77, 241-49.

Sein, M. & Robey, D. (1991). Learning styles and the efficacy of computer training methods. Perceptual and Motor Skills, 72, 243-248.

Sims, R. & Sims, S. (1995). The importance of learning styles : Understanding the implications for learning, course design, and education. Westport, CT: Greenwood Publishing Group, Inc.

Sims, J. E. (1988). Learning styles: A comparative analysis of the learning styles of Black American, Mexican American and White American third and fourth grade students in traditional public schools. Doctoral dissertation. University of Santa Barbara. Dissertation Abstracts International, 47, 02, 650

Sinatra, C. ( 1990). Five diverse secondary schools where learning styles instruction works. Journal of Reading, Writing and Learning Disabilities International. 6(3), 323-334.

Singh, G. K. G. (2000). Investigating learner autonomy through strategy training in the ESL classroom. Unpublished doctoral dissertation, University of Malaya.

Singleton, J. (1991). The spirit of gambaru. In Finkelstein, A. E. Imamura, and J. J. Tobin, (Eds.), Transcending stereotypes: Discovering Japanese culture and education. Yarmouth, ME: Intercultural Press.

Skinner, B. F. (1983). Behaviour of organisms : An Experimental Analysis. New York: Appleton-Century -Crofts.

Skinner, B. F. (1953). Science and human behaviour. New York: Macmillan Company.

Smith, R. & Associates (1990). Learning to learn across life span. San Francisco: Jossey-Bass Inc., Publishers.

Smith, L. & Renzulli, J. (1984). Learning style preference : A practical approach for classroom teachers. Theory to Practice, 23(1), 45-50.

Stebbins, C. (1993). Culture specific perceptual learning style preferences of post secondary students of English as a second language. In J. M. Reid (Ed.), Learning styles in the ESL / EFL classroom. Boston, MA: Heinley and Heinley. Publishers.

Stern, H. H. (1967). Foreign languages in primary education. London: Oxford University Press

Stern, H. H. (1975). What can we learn from good language learners? The Canadian Modern Language Review, 31, 304-318.

Stern, H. H. (1980). Language learning on the spot. Canadian Modern Language Review, 4, 659-669.

Stern, H. H. (1983). Fundamental concepts of language teaching. Englewood Cliffs, NJ. Prentice Hall.

Stevick , E. (1976). Memory, meaning and method. Rowley, MA: Newbury House.

Strufert, T. S. & Nogami, G. Y. (1989). Cognitive styles and complexity: implications for industrial and organizational psychology. In C. L. Cooper & I. Robertson (Eds.), International review of industrial and organizational psychology. Chichester: Wiley.

Sutter, W. (1987). Learning styles in adult refugees in North Jutland. Denmark: County of North Jutland.

Syed Sahil, S. A. and Wan Din, W. Z. (1995). Students' preferred learning styles. Unpublished research report.

Talbort, R. (1985). Situational Influences on learning styles. Industrial and Commercial Training, 23(1), 19-28.

Thies , A. P. (1979). A brain behaviour analysis of learning style. In Student learning styles: Diagnosing and prescribing programs. Reston, VA: National Association of Secondary School Principals.

Tyack, M. & Mendelsohn, D. (1986). Student needs : Cognitive as well as communicative. TESOL Canada Journal, Special Issue I, 171-183.

Tucker, G. & Lambert, W. (1973). Sociocultural aspects of language study. In J. Oller & J. Richards (Eds.), Focus on the learner. Rowley, MA: Newbury House.

Urbschat, K. S. (1977). A study of the preferred learning modes and their relationship to the amount of recall of CVC trigrams. Doctoral dissertation, Wayne State University. Dissertation Abstracts International, 38, 2536-5A.

Wagner, D. A., Messick, B. M. & Spratt, J. (1986). Studying literacy in Morocco. In B. B. Schieffelin & P. Gilmore (Eds.), The acquisition of literacy : Ethnographic perspectives. (233-260). Norwood, NJ: Ablex.

Wan Zakri W. M. N. (2000). Hubungan antara gaya pembelajaran dengan pencapaian fizik pelajar matrikulasi kampus induk Bangi, UKM. Universiti Kebangsaan Malaysia Professional Training.

Wang, P. C. (1996). Gardner's multiple intelligenses. Retrieved on June 3, 2002 from World Wide Web : http://www.ed.psu.edu/dept/ae-insys-efed/INSYS/ESD /Key/Keyschoo/key 1.htm

Watkins, D., Biggs, J. & Murari, R. (1991). Does confidence in the language of instruction influence a student's approach to learning ? Instructional Science, 20, 331-339.

Watson, J.B. (1913). Psychology as the behaviourist views it. Psychological Review, 20, 331-339.

Wenden, A. (1986). Learner strategies for learner autonomy. New York: Prentice-Hall International English Language Teaching.

Wenden, A. & Rubin, J. (Eds.). (1987). Learner strategies in language learning. Englewood Cliff: Prentice-Hall.

Weinberg, F. (1983). An experimental investigation of the interaction between sensory modality preferences and mode of presentation in the instruction of arithmetic concepts to third grade underachievers. Doctoral dissertation, St. John's University. Dissertation Abstracts. International, 44, 1740A.

Weinstein, C. E., Schulte, A. C. & Cascallar, E. C. (1984). The learning and studies strategy inventory (LASSI): Initial design and development. Alexandria, VA: United States Army Research Institute for the Behavioural and Social Sciences.

Weinstein, C. E. & Rogers, B. T. (1985). Comprehension monitoring : The neglected learning strategy. Journal of Developmental Education, 9, 6-9.

Wenden, A. (1986). What do second-language learners know about their language learning? A second look at retrospective accounts. Applied Linguistics, 7(2), 186-205.

Wenden, A. (1987). Conceptual background and utility. In A. Wenden & J. Rubin (Eds.), Learner strategies in language learning. (3-13). Englewood Cliffs, NJ: Prentice-Hall.

Wenden, A. (1991). Learner strategies for learner autonomy : Planning and implementing training for language learners. Englewood Cliffs, N.J.: Prentice-Hall.

Wenden, A. & Rubin, J. (1987). Learner strategies in language learning. New York: Prentice Hall.

Wesche, M. B. (1979). Learning behaviours of successful adult students on intensive language training. Canadian Modern Language Journal, 35, 415-427.

Wesche, M. (1981). Language aptitude measures in streaming, matching students with methods and diagnosis of learning problems. In D. Diller (Ed.), Individual differences and universals in language aptitude. Rowley, MA: Newbury House.

Wheeler, R. (1980). An alternative to failure : Teaching reading according to students' perceptual strength. Kappa Delta Phi Record, 17(2), 59-63.

Wheeler, R. (1983). An investigation of the degree of academic achievement evidenced when second grade, learning disabled students' perceptual preferences are matched and mismatched with complementary sensory approaches to beginning reading instruction. Doctoral dissertation, St. John's University, 1983. Dissertation Abstracts International, 4, 2039A.

White, L. (1987). Against comprehensible input : The input hypothesis and the development of L2 competence. Applied Linguistics, 8, 261-85.

Willing, K. (1987). Learning strategies as information management. Prospect: The Journal of the Adult Migrant Educational Program, 2.

Willing, K. (1988). Learning styles in adult migration education. Adelaide, Australia: National Curriculum Resource Centre.

Winters, E. (1995). Seven styles of learning : The part they play when developing interactivity. Retrieved on June 3 2002 from the World Wide Web : http://www.bena.com/ewinters/styles.html

Witkin, H. A. (1977). Cognitive styles in academic performance and in teacher-student relations. In S. Messick, & Associates (Eds.), Individuality in learning. (38-42). San Francisco: Jossey-Bass Publishers.

Witkin, H. A., Moore, C. A., Goodenough, D. R. & Cox, P. W. (1977). Field-dependent and field-independent cognitive styles and their educational implications. Review of Educational Research, 47(1), 1-64.

Woolfolk, A. (1998). Educational Psychology. Boston, Mass: Allyn and Bacon.

Zalizan, M. J., Yassin, R. M., Salamuddin, N., Rahman, M. J. A., Majid, R. A. & Amir, R. (1998). Proses kognitif pelajar cemerlang dan bukan cemerlang. Research Report G 3098, Education Faculty, Universiti Kebangsaan Malaysia.