

## BIBLIOGRAPHY

- Abbas, A. Z. & Nima S. A. (2014). Multiple Intelligences as Predictors of Reading Comprehension and Vocabulary Knowledge. *Indonesian Journal of Applied Linguistics*. 4 (1), 23-38.
- Andarab, M. (2015). Effects of Spatial Intelligence-based Instruction on Learning Pictorial Idiomatic Expressions in an EFL Context. *IJAEL. International Journal of Applied Linguistics & English Literature*. 04 (03), 109-115.
- Armstrong, T. (1994). *Multiple intelligences: Seven ways to approach curriculum*. Retrieved October 23, 2007 from <http://www.ThomasArmstrong.com>.
- Azarmi, B, Jahangard, A and Movassagh, H (2012). Learners Test Performance and Gardner's Multiple Intelligence Theory: Intercorrelation in a Bilingual Context. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, 3(4), 1-5.
- Brody, N. (2000). History of theories and measurements of intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 16-33). Cambridge: Cambridge University Press.
- Brown, H.D. (2000). *Principles of language learning and teaching* (4<sup>th</sup> ed.). New York: Addison Wesley Longman, Inc.
- Carrell, P., Pharis, B., Liberto, J. (1989). Metacognitive strategy training for ESL reading. *TESOL Quarterly*, 23, 647-678.
- Cambridge IELTS 9 (2010). Cambridge: Cambridge University Press.
- Christison, M.A. (1997). Applying multiple intelligences theory in pre-service and in-service TEFL education programs. *Forum*, 36 (2): 2-17.
- Dilyana D. Sungatullina, Ekaterina O. Zalyaeva, and Yuliya N. Gorelova. (2016). Metacognitive awareness of TOEFL reading comprehension strategies. *SHS Web of Conferences*, 26 (10), 31-50.
- Fahim et al (2010). The relationship between Test Takers' Multiple Intelligences and Their Performance on the Reading Sections of TOEFL and IELTS. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*. 1(5), 1-15.

- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Hewstone, M., Fincham, F. D., & Foster, J. (2005). *Psychology*. Malden: Blackwell.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Lightbown, P.M. & Spada, N. (1999). *How languages are learned* . Oxford: Oxford University Press.
- Machali, Imam, statistik itu mudah. (2015). Yogyakarta: Lembaga Ladang Kata.
- Oller, J.W. Jr. (1981). Language as intelligence. *Language Learning*, 31 (3): 465-492.
- Oskooei, S. K, and Salahshoor, F. (2014). The relationship between multiple intelligences and L2 reading skill among Iranian EFL University students. *IJAEL. International Journal of Applied Linguistics & English Literature*. 3 (5), 229-238.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching*. Second edition. Cambridge: Cambridge University Press.
- Roux, C. (2009). Enhancing learning and comprehension through strengthening visual literacy. *A Journal of Language Learning*, 25 (2), 46-60.
- Shearer, B. 1996. *Multiple Intelligences Developmental Assessment Scale*. Greyden Press.
- Sternberg, R. J., Wagner, R. K., Williams, W. M., & Horvath J. A. (1995). Testing common sense. *American Psychologist*, 50(11), 912-927.
- Sternberg, R.J., Grigorenko, E.L. & Kidd, K.K. (2005). Intelligence, race and genetics. *American Psychologist*, 60 (1): 46-59.
- Stemler, S., Grigorenko, E.L., Jarvin, L. & Sternberg, R.J. (2006). Using the theory of successful intelligence as a basis for augmenting AP exams in Psychology and Statistics. *Contemporary Educational Psychology*, 31 (3): 344-376.
- Zarei, A, and Afshar, N.S (2014). Multiple Intelligences as Predictors of Reading Comprehension And Vocabulary Knowledge. *Indonesian Journal of Applied Linguistics*, Vol. 4 No. 1, pp. 23-38.