**A survey of perceptual learning style preferences of Iranian Psychology and TEFL Students**

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**Abstract**

Researchers have shown that learners vary in the way they understand, organize, and retain information or experience. The learners’ variation is known as their preferred learning style. This study attempted to investigate the preferred learning style(s) of 83 TEFL and Psychology students at Islamic Azad University of Amol. On the result of Reid’s (1984) Perceptual Learning Style Preference Questionnaire (PLSPQ) showed that kinesthetic, auditory, visual, and tactile learning styles came out as major category while individual and group learning styles appeared as minor type. Furthermore, the results of independent-samples t-test showed that Psychology students’ mean scores on teacher modeling ‎ style was under the cut-off point for being classified as major type of learning style and thus significantly lower than their TEFL counterparts. On the other hand, TEFL students preferred analytic and group learning. Yet, a one-way analysis of variance showed that Psychology and TEFL students differed significantly from one another in only tactile learning style, but not in the other styles. Post-hoc comparisons using the Tukey HSD test indicated that the participants majoring in TEFL were significantly different from those majoring in Psychology in tactile learning style. The findings imply that teachers should provide various teaching methods and materials selectively to respond with diverse learners’ learning styles.

**Key terms:** *individual learning style, group learning style, perceptual learning style preference, Teaching style,*