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An Analysis of Students' Learning Styles in Listening Comprehension at ELESP Universitas Negeri Gorontalo

(Analisis Gaya Belajar Mahasiswa dalam Listening Comprehension di ELESP Universitas Negeri Gorontalo)

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Abstract

Listening comprehension depends partly on how learners prefer to process spoken input, yet empirical data on the learning styles of English teacher education students remain limited. This study had two objectives: (1) to identify the dominant learning styles (visual, auditory, and kinesthetic) of students in listening comprehension, and (2) to describe the listening strategies they employ in relation to their learning style preferences. A sequential explanatory mixed-method design was used, in which quantitative data were collected and analyzed first, followed by qualitative data to explain the quantitative findings. The participants were 60 second-semester students of the English Language Education Study Program (ELESP) at Universitas Negeri Gorontalo. Quantitative data were collected with a 30-item questionnaire covering visual, auditory, and kinesthetic learning styles and analyzed using descriptive statistics and percentage analysis. Qualitative data were obtained through semi-structured interviews with 12 purposively selected students and analyzed using framework analysis. The kinesthetic learning style was the most dominant (28 students; 46.67%), followed by auditory (14 students; 23.33%) and visual (10 students; 16.67%); eight students (13.33%) showed combined preferences. In the interviews, visual students reported using subtitles, videos, and note-taking; auditory students relied on repeated listening and attention to pronunciation, vocabulary, and intonation; and kinesthetic students preferred direct practice, role-play, simulations, discussions, and active participation. These findings suggest that students use diverse listening strategies that correspond to their learning style preferences.

Abstrak

Keberhasilan listening comprehension dipengaruhi antara lain oleh cara mahasiswa memproses informasi lisan, namun data empiris tentang gaya belajar mahasiswa pendidikan bahasa Inggris masih terbatas. Penelitian ini memiliki dua tujuan: (1) mengidentifikasi gaya belajar dominan (visual, auditori, dan kinestetik) mahasiswa dalam listening comprehension, dan (2) mendeskripsikan strategi listening yang digunakan mahasiswa berdasarkan preferensi gaya belajarnya. Penelitian menggunakan desain mixed-method sequential explanatory, yaitu pengumpulan dan analisis data kuantitatif yang dilanjutkan dengan data kualitatif untuk menjelaskan temuan kuantitatif. Partisipan terdiri atas 60 mahasiswa semester II Program Studi Pendidikan Bahasa Inggris (ELESP) Universitas Negeri Gorontalo. Data kuantitatif dikumpulkan dengan kuesioner 30 butir yang mencakup gaya belajar visual, auditori, dan kinestetik, lalu dianalisis dengan statistik deskriptif dan analisis persentase. Data kualitatif diperoleh melalui wawancara semiterstruktur terhadap 12 mahasiswa yang dipilih secara purposif dan

dianalisis dengan framework analysis. Gaya belajar kinestetik paling dominan (28 mahasiswa; 46,67%), diikuti auditori (14 mahasiswa; 23,33%) dan visual (10 mahasiswa; 16,67%); delapan mahasiswa (13,33%) menunjukkan kombinasi gaya belajar. Hasil wawancara menunjukkan bahwa mahasiswa visual menggunakan subtitle, video, dan pencatatan; mahasiswa auditori mengandalkan pengulangan listening serta perhatian pada pelafalan, kosakata, dan intonasi; sedangkan mahasiswa kinestetik lebih menyukai praktik langsung, role-play, simulasi, diskusi, dan partisipasi aktif. Temuan ini menunjukkan bahwa mahasiswa menggunakan strategi listening yang beragam dan berkaitan dengan preferensi gaya belajarnya.

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1. INTRODUCTION

Listening comprehension is a fundamental receptive skill in language learning that requires learners to process and interpret spoken information to construct meaning. Listening also exposes learners to spoken language and supports the development of linguistic knowledge and other language skills. Recent research emphasizes that listening comprehension involves various strategies for processing spoken input effectively, including cognitive, metacognitive, and practice or self-regulation strategies (Wakamoto & Rose, 2021).

Nevertheless, listening comprehension can be challenging for EFL learners because spoken language is processed in real time and learners may have difficulty identifying and interpreting linguistic information. These challenges highlight the importance of appropriate listening strategies. Gökçe (2021) found that university-level EFL learners employed various listening comprehension strategies, including directed attention, mental translation, planning and evaluation, and problem-solving. Understanding how students approach listening comprehension is therefore important, particularly in relation to their individual learning preferences.

One factor influencing students' success in listening is learning style (Rosanti, 2022). Learning styles refer to students' preferred ways of engaging with and processing learning activities. Hasanah (2021) describes learning style as the ways or methods students prefer in receiving and processing information. Among Indonesian EFL learners, Manipuspika (2020) found visual, auditory, kinesthetic, and bimodal preferences. Pratama and Anwar (2024) examined the relationship between students' listening comprehension and learning styles among English education students, highlighting the relevance of learning style preferences for listening.

In the VARK/VAK framework, learning styles are categorized as visual, auditory, and kinesthetic preferences, which represent different ways of engaging with learning input (Fleming & Mills, 1992). Visual learners tend to understand information better through images and written texts, auditory learners prefer verbal explanations and sound-based input, and kinesthetic learners learn more effectively through physical activity and direct involvement (Fleming & Mills, 1992). Recent research suggests that students with different learning style preferences may use different approaches to support their listening comprehension (Wandah et al., 2024).

In the English Language Education Study Program (ELESP) at Universitas Negeri Gorontalo, many students still have difficulty understanding listening materials in class. They frequently request repetition, clarification, or additional visual explanations, which suggests differences in how they process listening input. However, empirical data describing the learning styles of ELESP students in listening comprehension remain limited.

Several studies have examined learning styles in EFL listening. Pratama and Anwar (2024) found a significant relationship between learning styles and listening comprehension among English education students, particularly for visual and auditory styles. Rosanti (2022) identified learning style as one of the main predictors of comprehension improvement. Wandah et al. (2024) and Sudrajat (2024), in higher education contexts, reported that VAK preferences influence students' listening strategies and performance. Nevertheless, these studies were generally conducted in general EFL contexts or with lower-level learners, and therefore do not fully represent students in English teacher education programs in Indonesia.

Two research gaps follow. First, most previous studies were conducted in general EFL contexts rather than in English teacher education programs, which have distinct academic and professional demands. Second, few studies have combined a structured learning style questionnaire with follow-up interviews to connect learning style profiles to the listening strategies students actually report.

This study addresses these gaps using a sequential explanatory mixed-method design. It has two objectives: (1) to identify the dominant learning styles (visual, auditory, and kinesthetic) of ELESP students at Universitas Negeri Gorontalo in listening comprehension, and (2) to describe the listening strategies used by students according to their learning style preferences. The study is guided by two research questions: (1) What are the dominant learning styles of ELESP students in listening comprehension? (2) What listening strategies do students with different learning style preferences employ? The findings are expected to provide empirical evidence that helps lecturers design more effective listening instruction and helps students optimize their listening strategies.

2. METHOD

2.1 Research Design

This study employed a sequential explanatory mixed-method design (Creswell, 2012), in which quantitative data were collected and analyzed in the first phase, followed by qualitative data to elaborate and explain the quantitative findings. The quantitative phase identified the distribution and dominant learning styles among ELESP students, while the qualitative phase explored students' approaches to listening comprehension in greater depth. This design was selected because it provides a more comprehensive understanding of students' learning style profiles than a purely quantitative or qualitative approach.

2.2 Population and Sample

Sugiyono (2016) defines a population as a generalization area consisting of objects or subjects with certain qualities and characteristics determined by the researcher for study and conclusion. The population in this study was 150 second-semester students of ELESP at Universitas Negeri Gorontalo. The sample was drawn using simple random sampling, a technique in which members are selected randomly from the population without regard to strata (Sugiyono, 2016). The sample size was determined with the Slovin formula, $n = N / (1 + Ne^2)$, where N is the population size (150) and e is the margin of error. With e = 10% (0.1), $n = 150 / (1 + 150 \times 0.01) = 60$ students.

For the qualitative phase, 12 students were selected through purposive sampling based on the questionnaire results: those with the highest scores in their dominant learning style, namely three visual, three auditory, three kinesthetic, and three students with multiple learning style preferences.

2.3 Instruments

The quantitative instrument was a questionnaire of 30 statements designed to identify students' learning style preferences in listening comprehension, with ten items each for the visual, auditory, and kinesthetic styles. It used a four-point Likert scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), and 4 (Strongly Agree). The items were adapted from Kurnia (2022), which draws on theoretical indicators from Fleming (2001), Reid (1995), and Dunn and Dunn (1993) (Table 1), and an Indonesian translation was provided so that all participants understood each item. The qualitative instrument was an interview guided by one open-ended main question, "What strategies do you use based on your dominant learning style?", which allowed participants to describe freely their experiences and strategies in listening comprehension.

Table 1. Questionnaire Indicator

Variable	Indicator	Theory
Visual Learning Style	Preference for Visual Representation	Fleming (2001)
Visual Learning Style	Note-taking	Reid (1995)
Auditory Learning Style	Spoken Information	Fleming (2001)
Auditory Learning Style	Verbal Interaction	Reid (1995)
Auditory Learning Style	Sensitivity to Sound	Fleming (2001)
Kinesthetic Learning Style	Physical Involvement	Dunn & Dunn (1993)
Kinesthetic Learning Style	Direct Practice	Fleming (2001); Dunn & Dunn (1993)
Kinesthetic Learning Style	Gestures and Body Movement	Dunn & Dunn (1993)

The questionnaire yielded a Cronbach's Alpha of 0.729 for the 30 items, above the 0.70 threshold for acceptable internal consistency (Hair, 2010), and shows that the items measure the construct of learning style preference with sufficient consistency for data collection. Content validity was established through expert judgment: the two supervisors checked the clarity of the language and the relevance of each statement to the intended variable, and the 30-item questionnaire was revised and approved before distribution.

2.4 Data Analysis

Questionnaire responses were scored as shown in Table 2 and converted into percentages by comparing the obtained score with the maximum ideal score (Purwanto, 2006):

$$NP = (R / SM) \times 100\%$$

where NP is the percentage score, R is the raw score obtained by the respondent, and SM is the maximum ideal score. The percentages were classified using the criteria in Table 3 (Nizamuddin, 2020). Each student's dominant learning style was determined by.

Table 2. Scoring Method (Nizamuddin, 2020)

Statements Direction	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

Ibid (2018) said that the percentage results that have been calculated can be classified in the following table:

Table 3. Scoring Method (Nizamuddin, 2020)

Score	Criteria
0 % - 20 %	Very Low
21 % - 40 %	Low
41 % - 60 %	Moderate
61 % - 80 %	High
81 % - 100 %	Very High

Interview data were analyzed using framework analysis. Responses were organized systematically into predetermined categories (visual, auditory, and kinesthetic learning styles and their listening strategies) in a structured analytical framework, from which patterns and key information about the strategies used by each group were identified. Participants are coded A (auditory), V (visual), K (kinesthetic), and M (multiple styles). The qualitative findings were then used to support, clarify, and expand the quantitative findings.

3. RESULTS AND DISCUSSION

3.1 Distribution of Students' Dominant Learning Styles

Based on the analysis of questionnaire data from 60 respondents, students demonstrated different dominant learning styles in listening comprehension. The distribution of students' learning styles is presented in the table below.

Table 4. Distribution of Students' Learning Styles

No	Learning Style	Frequency	Percentage
1	Kinesthetic	28	46.67%
2	Auditory	14	23.33%
3	Visual	10	16.67%
4	Visual and Kinesthetic	4	6.67%
5	Visual and Auditory	2	3.33%
6	Auditory and Kinesthetic	2	3.33%
	TOTAL	**60**	**100%**

Based on the analysis of questionnaire data from 60 respondents, the students demonstrated different dominant learning style preferences in listening comprehension. The distribution consisted of kinesthetic, auditory, visual, and combined learning styles.

Table 4 shows that the kinesthetic learning style was the most dominant, with 28 students (46.67%), followed by the auditory learning style with 14 students (23.33%) and the visual learning style with 10 students (16.67%). In addition, 8 students (13.33%) demonstrated combined learning style preferences, consisting of visual-kinesthetic (4 students; 6.67%), visual-auditory (2 students; 3.33%), and auditory-kinesthetic (2 students; 3.33%). These findings indicate that the students demonstrated varied learning style preferences, with kinesthetic learning style representing the largest proportion among the participants.

The researcher also calculated the total score and mean score for each learning style category to identify the overall tendency of students' learning preferences.

Tabel 5. Mean Score of Students' Learning Style

Learning Style	Total Score	Mean Score	Percentage	Criteria
Visual	1661	27.68	69.21%	High
Auditory	1698	28.30	70.75%	High
Kinesthetic	1759	29.32	73.29%	High

Table 5 shows that the kinesthetic learning style obtained the highest mean score of 29.32 (73.29%), followed by the auditory learning style with a mean score of 28.30 (70.75%) and the visual learning style with a mean score of 27.68 (69.21%). All three learning style categories were classified as high. These results further support the distribution findings, in which kinesthetic learning style represented the largest proportion of students

3.2 Indicator of Each Learning Styles

3.2.1 Analysis of Kinesthetic Learning Style

To obtain a comprehensive understanding of students' kinesthetic learning preferences, the researcher analyzed three kinesthetic learning style indicators, namely Physical Involvement During Learning, Preference for Direct Practice, and Use of Gestures and Body Movement.

Table 6. Kinesthetic Learning Style Indicators

Indicator	Percentage (%)	Category
Physical Involvement During Learning	71.81	High
Preference for Direct Practice	79.03	High
Use of Gestures and Body Movement	73.54	High

Based on Table 6, all kinesthetic learning style indicators obtained high percentage scores. The highest score was found in Preference for Direct Practice (79.03%), indicating that students strongly prefer learning through direct participation and practical experience. The indicators Use of Gestures and Body Movement (73.54%) and Physical Involvement During Learning (71.81%) also showed high scores, suggesting that students frequently use physical movements and active engagement to support their learning process. Overall, these findings confirm that kinesthetic learning style was the dominant learning style among the participants, indicating that students benefit from learning experiences that emphasize action, participation, and practical engagement.

3.2.2 Analysis of Auditory Learning Style

The researcher also analyzed the indicators associated with auditory learning style to identify students' tendencies toward auditory-based learning activities. Three indicators were examined, namely Spoken Information, Verbal Interaction, and Sensitivity to Sound and Auditory Stimuli.

Table 7. Auditory Learning Style Indicators

Indicator	Percentage (%)	Category
Spoken Information	67.36	High
Verbal Interaction	66.25	High
Sensitivity to Sound and Auditory Stimuli	81.67	Very High

Based on Table 7, the highest auditory learning style indicator was Sensitivity to Sound and Auditory Stimuli, which obtained a percentage score of 81.67% and was categorized as Very High. This finding indicates that students are highly responsive to sounds, pronunciation, and auditory input during learning activities. Meanwhile, Spoken Information (67.36%) and Verbal Interaction (66.25%) were categorized as High, suggesting that students benefit from verbal explanations, discussions, and communication-based learning activities. Overall, the findings demonstrate that auditory learning preferences play an important role in supporting students' listening comprehension and understanding of learning materials.

3.2.3 Analysis of Visual Learning Style

To obtain a deeper understanding of students' visual learning preferences, the researcher analyzed the visual learning style indicators. Three indicators were examined, namely Preference for Visual Representation, Reading and Note-taking, and Environmental Distractions

Table 8. presents the results of the visual learning style indicators.

Indicator	Percentage (%)	Category
Preference for Visual Representation	77.60	High
Reading and Note-taking	67.36	High
Environmental Distractions	64.86	High

Based on Table 8, the highest visual learning style indicator was Preference for Visual Representation, which obtained a percentage score of 77.60%, indicating that students benefit from visual aids such as pictures, videos, diagrams, and other instructional media. The indicators Reading and Note-taking (67.36%) and Environmental Distractions (64.86%) were categorized as High, suggesting that students rely on written information and conducive learning environments to support their learning process. Overall, the findings indicate that visual support, note-taking, and organized learning settings contribute positively to students' understanding of learning materials, including listening comprehension activities.

3.3 Multiple Learning Style Preferences

The findings revealed that 8 students (13.33%) demonstrated combined learning style preferences, including visual-auditory, visual-kinesthetic, and auditory-kinesthetic combinations. This suggests that learning style categories are not always mutually exclusive, as students may integrate different learning approaches depending on the learning context and activities. Mean score analysis showed that the visual-kinesthetic combination obtained the highest mean score (29.00), followed by the visual-auditory combination (28.50). These findings indicate that students with multiple learning style preferences tend to combine characteristics of different learning styles to support their learning process. Therefore, diverse instructional approaches are needed to accommodate both single and combined learning style preferences effectively.

This section presents the findings regarding the listening strategies used by students in listening comprehension based on their dominant learning styles. The findings are categorized into bottom-up, top-down, and metacognitive listening strategies.

Tabel 9. Summary of Learning Styles and Listening Strategies

Learning Style	Dominant Strategies	Listening Strategy Type
Visual	Subtitles, videos, gestures, note-taking	Top-Down
Auditory	Repeated listening, podcasts, songs, pronunciation focus	Bottom-Up
Kinesthetic	Role-play, simulations, discussion, direct practice	Metacognitive
Multiple Learning Styles	Combination of visual, auditory, and kinesthetic approaches	Mixed Strategies

3.3.1 Bottom-Up Strategies

Students with an auditory learning style tend to use a bottom-up strategy by focusing their attention on linguistic elements such as pronunciation, intonation, and vocabulary in the listening material. One auditory learner stated that they understand the listening material by replaying the audio multiple times while focusing on pronunciation and intonation to grasp the meaning (A1). Another student added that the habit of listening to English songs and podcasts outside of class helped them become more familiar with English pronunciation and vocabulary (A2). These findings indicate that auditory learners actively rely on linguistic features of speech as the primary foundation for building comprehension of spoken input.

3.3.2 Top-Down Strategies

Students with a visual learning style tend to use top-down strategies by leveraging visual cues and contextual information to facilitate comprehension. A visual learner stated that it is easier to understand listening material when subtitles or videos are available because visual cues help them follow the conversation (V1). Another student noted that learning through videos allows them to observe the speaker's facial expressions and gestures, making the meaning clearer (V3). Additionally, visual learners also use note-taking jotting down key terms while listening as a strategy to retain information after the audio ends (V2). These findings suggest that visual learners strive to transform auditory input into visual representations to strengthen their understanding.

3.3.3 Metacognitive Strategies

Students with a kinesthetic learning style tend to use metacognitive strategies through active engagement, self-monitoring, and direct participation in listening activities. One kinesthetic student stated that they find it easier to understand listening material when there are follow-up activities after listening, such as taking notes on key points while listening to maintain focus, and that they prefer role-play activities because they help them remember the material more easily (K1). Another student revealed that they often move their hands or tap the table unconsciously while listening to English audio, which helps them concentrate, and they prefer hands-on practice over simply listening to explanations (K2). Another kinesthetic learner mentioned that they usually repeat dialogues while acting them out, and the presence of simulations or games in class accelerates their understanding of the listening material (K3).

3.4 Relationship Between Learning Styles and Listening Strategies

The findings revealed that different learning styles were associated with different listening strategies. Visual students tended to employ top-down strategies through the use of subtitles, videos, facial expressions, and written keywords. Auditory students predominantly used bottom-up strategies by focusing on pronunciation, intonation, vocabulary, and repeated listening. Meanwhile, kinesthetic students frequently employed metacognitive strategies through note-taking, repetition, role-play, simulations, discussions, and

direct practice. Students with combined learning styles integrated multiple strategies simultaneously depending on their learning preferences and listening needs.

3.5 Discussion

3.5.1 Kinesthetic Learning Style

The findings of this study revealed that the kinesthetic learning style was the most dominant learning style among ELESP students at Gorontalo State University, with 46.67% of students categorized as kinesthetic learners. This result is consistent with the characteristics of the kinesthetic learning style proposed by Fleming (1992), who stated that kinesthetic learners prefer learning through experience, practice, and real-world application. Similarly, Dunn and Dunn (1993) emphasized that kinesthetic learners learn most effectively when they actively participate in learning activities rather than passively receiving information.

The dominance of the kinesthetic learning style in this study can be explained by the context of modern language learning, which emphasizes student-centered learning. In listening classes, students are frequently required to participate in discussions, simulations, and collaborative activities following listening tasks. These activities strongly align with the preferences of kinesthetic learners and may explain why this learning style emerged as the most dominant. This finding is also consistent with the study conducted by Wandini (2023), which found that learning styles influence how students approach listening comprehension tasks and highlighted the significant role of active engagement in listening activities.

3.5.2 Auditory Learning Style

The auditory learning style ranked second, accounting for 23.33% of the students. This finding is understandable considering that listening comprehension fundamentally requires learners to process auditory input such as sounds, pronunciation, stress patterns, and intonation. Fleming (1992) explained that auditory learners prefer learning through listening, verbal explanations, discussions, and oral communication. Likewise, Gilakjani (2012) argued that auditory learners understand information more effectively when it is delivered orally.

Interview results showed that auditory learners actively replay audio recordings, listen to English songs and podcasts, and focus on pronunciation and intonation to enhance their comprehension. This behavior reflects a bottom-up processing approach, in which meaning is constructed through decoding linguistic information from spoken language. This finding is consistent with Mulyadi (2019), who found that learning styles influence the listening strategies selected by students, and that auditory learners tend to employ listening-oriented strategies that align with their learning preferences.

3.5.3 Visual Learning Style as the Least Dominant Learning Style

The visual learning style was the least dominant, representing only 16.67% of the students. Nevertheless, its indicator score remained within the High category, suggesting that visual characteristics are still relevant for some students, particularly in activities involving visual media, note-taking, and written information. Fleming (1992) proposed that visual learners prefer information presented through diagrams, pictures, graphs, videos, and written representations.

Interview findings indicated that visual learners frequently use subtitles, videos, and note-taking strategies to support listening comprehension. This suggests that visual learners attempt to transform auditory information into visual representations to facilitate understanding. However, because listening comprehension fundamentally depends on auditory processing, visual support mainly serves as supplementary information rather than the primary source of understanding. Gilakjani (2012) argued that visual learners generally perform better when information is accompanied by visual aids; however, language skills such as listening still require learners to process auditory information effectively.

3.5.4 Multiple Learning Styles

Another important finding of this study was the presence of students who demonstrated multimodal learning style preferences, including visual-kinesthetic, visual-auditory, and auditory-kinesthetic combinations. Fleming (1992) stated that many learners are multimodal learners who prefer using more than one learning style simultaneously, depending on the context and task demands. Similarly, Wandah et al. (2024) showed that students may employ different learning approaches and strategies in listening comprehension, indicating that learning preferences are not necessarily limited to a single approach.

The interview results clearly confirmed this phenomenon. Students with multimodal preferences combined auditory input, visual support, and hands-on activities to facilitate comprehension during listening tasks. This finding highlights the importance of providing diverse instructional approaches to accommodate both single-style and multimodal learners.

3.5.5 Relationship Between Learning Styles and Listening Strategies

The findings of this study further demonstrate that learning styles influence the listening comprehension strategies employed by students. Kinesthetic learners tended to use metacognitive strategies through note-taking, role-playing, simulations, repetition, and hands-on practice. Auditory learners predominantly employed bottom-up strategies by focusing on pronunciation, vocabulary, and repeated

listening. Meanwhile, visual learners tended to use top-down strategies through subtitles, videos, facial expressions, gestures, and contextual clues.

These findings support the listening strategy framework proposed by Vandergrift and Goh (2012), who argued that successful listening comprehension involves the interaction of bottom-up, top-down, and metacognitive processes. Students actively select strategies that help them process spoken information and achieve comprehension goals. This study is also consistent with Mulyadi (2019), who emphasized that students' awareness of listening strategies is associated with their learning style preferences, as learners tend to choose strategies that align with their natural ways of processing information.

Overall, these findings imply that listening instructors should provide diverse learning experiences to accommodate visual, auditorsy, kinesthetic, and multimodal learners. The integration of various teaching methods, learning media, and classroom activities is expected to support the development of students' listening comprehension skills more effectively and comprehensively.

3.6 Limitations of the Research

This study is consistent with the findings of Wandah et al. (2024), who emphasize the importance of recognizing students' diverse learning styles and applying flexible instructional approaches in listening comprehension. By identifying students' learning style profiles empirically, lecturers can gain a better understanding of students' learning preferences and consider appropriate instructional strategies to support their participation and comprehension in listening courses.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1 Conclusion

This study analyzed the dominant learning styles of ELESP students at Universitas Negeri Gorontalo and described the listening strategies they use according to their learning style preferences. A sequential explanatory mixed-method design combined a 30-item Likert-scale questionnaire administered to 60 students with semi-structured interviews with 12 purposively selected participants.

Regarding the first objective, the kinesthetic style was the most dominant (28 students; 46.67%), followed by auditory (14 students; 23.33%) and visual (10 students; 16.67%), while 8 students (13.33%) showed combined preferences. Mean scores were highest for the kinesthetic style (29.32; 73.29%), followed by auditory (28.30; 70.75%) and visual (27.68; 69.21%), all in the High category, which indicates that students showed characteristics of all three styles, with kinesthetic tendencies somewhat more prominent. The strongest indicators were Preference for Direct Practice (79.03%) for kinesthetic, Sensitivity to Sound and Auditory Stimuli (81.67%, Very High) for auditory, and Preference for Visual Representation (77.60%) for visual.

Regarding the second objective, kinesthetic students tended to use direct practice, role-play, simulations, discussions, and active participation; auditory students preferred repeated listening, podcasts, songs, and attention to pronunciation and intonation; and visual students relied on subtitles, videos, note-taking, and written keywords. Students with combined preferences used several strategies depending on the task and context. Recognizing this diversity can inform listening instruction that accommodates different learner characteristics.

4.2 Suggestions/Recommendations

Based on the findings, lecturers are encouraged to use varied listening activities that accommodate visual, auditory, and kinesthetic learning preferences. Students are also encouraged to recognize their learning style preferences and apply suitable listening strategies. Future researchers may conduct similar studies with larger samples or in different educational contexts.

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