Gender Differences in Memory Learning Strategies: An Investigation among English Majors at Hadhramaut University

Atef Saleh Al-Tamimi*

Abstract

This research aimed to investigate the types of memory learning strategies (MLSs) among Yemeni English majors at Hadhramout University. The study also tried to find out the possible impact of gender on students' use of MLSs. To achieve the objectives of the study, the researcher followed a quantitative research design where a questionnaire was administered among 93 freshmen and sophomore students in the English Department at Hadhramout University in the academic year 2024-2025. The overall results showed that the majority of the English major students scored medium in using MLSs (Mean =3.192). For the types of the MLSs, *Reviewing Well* (RW) memory strategy comes first with a mean of 3.5510, followed by Creating Mental Linkages (CML) (Mean= 3.3394) and Applying Images and Sounds (AIS) (Mean= 3.2282) respectively. Furthermore, the results pointed out that the average mean score of female students is slightly higher than that of male students, however, the difference is not statistically significant (Sig=.442). The results offer some pedagogical implications that should be taken into consideration by the students, their teachers, course designers at the Academic Development Center, and Quality Assurance at Hadhramout University and Yemeni EFL researchers.

Keywords: Memory Learning Strategies (MLSs), Gender, English Majors at Hadhramout University.

Introduction:

There is a consensus among scholars, academicians and researchers that vocabulary plays a crucial role in studying a foreign language, acquiring knowledge, developing EFL learners' communicative competence and achieving academic success (Al Abri, Tahir & Saputra, 2024; Oxford, 1990, 2003; Schmitt, 1997). Prior research found that EFL learners usually employ different vocabulary learning strategies for acquiring and retaining English vocabulary (see e.g., Al Abri et al., 2024; Al-Faris & Jasim, 2021; Aljurbua, 2020; Sihombing, Karimuddin & Astiantih, 2024). One of the well-known vocabulary learning strategies is the memory learning strategy (hereafter MLS). As a direct learning strategy, Oxford (1990) defined MLSs as techniques that help learners store certain information and then retrieve it when needed.

Previous studies among EFL learners highlight the effectiveness of MLSs in enhancing various aspects of EFL learning, including vocabulary retention, grammar learning, and spelling accuracy (Al Abri et al., 2024; Aljurbua, 2020; Alzaidi & Al-Fallay, 2018; Khalifasati & Susanto, 2023; Najm & Kareem, 2021). For instance, Khalifasati and Susanto (2023) investigated Indonesian EFL students' perceptions of MLSs in mastering various EFL skills. Based on the findings, the study recommended educating Indonesian EFL students on how to use MLSs effectively. Moreover, in the Arab World, Alzaidi and Al-Fallay (2018) found that MLSs significantly improved Saudi EFL learners' vocabulary knowledge and reading comprehension. In the same vein, Najm and Kareem (2021) investigated the possible impact of using MLSs to enhance grammar learning for pre-university EFL students in Iraq. Generally, the results demonstrated the positive impact of using MLSs on EFL grammar learning. Therefore, the researchers recommended incorporating MLSs into EFL curricula to improve grammar learning and vocabulary retention for Iraqi EFL learners. To sum

*Hadhramout University–Yemen

up, all the studies collectively highlight the effectiveness of MLSs in enhancing various aspects of EFL learning, including vocabulary retention, grammar learning, and spelling accuracy. Given this, the present study is conducted to explore the types of MLSs employed by Yemeni EFL learners in a public university. It also aims to find out the possible effect of gender on students' use of MLSs. This research would help provide evidence-based recommendations for Yemeni EFL learners and teachers to improve the outcome of students' language learning process and develop more effective MLSs so as to enhance learners' language proficiency and prepare them for a globalized world. This study would also help to fill in the gap in the literature with regard to identifying Yemeni EFL learners' MLSs as, to the best of the researcher's knowledge, no study conducted before in this EFL context.

Research Questions:

The present study attempts to answer the following research questions:

• What are the types of MLSs used by English majors at Hadhramout University?

• Is there any difference between male and female English majors at Hadhramout University in the use of MLSs?

Literature Review:

This section presents a brief overview of the theoretical framework of the present study. Also, it reviews prior research on MLSs for EFL learners, in general, and Arab EFL learners, in particular.

Theoretical Framework:

This study adopts Oxford's taxonomy of MLSs (1990, 2003). According to Oxford (2003), MLSs comprise four types, namely, 1) Creating Mental Linkages (CML), 2) Applying Images and Sounds (AIS), 3) Reviewing Well (RW) and 4) Employing Actions (EA). Each of them focuses on a different facet of how learners best capture and organize the varied MLSs for learning vocabulary. The first is concerned with the strategies of grouping, association and placing new words into a context. The second involves the strategies of imagery, semantic mapping, using keywords and representing sounds in memory. The RW strategy involves structured reviewing. Finally, the last EA strategy is related to the strategies of using physical response or sensation, and using mechanical technique (Oxford, 2003).

Scholars such as Schmitt (1997) and Dornyei (2007) as cited in Najm and Kareem (2021) view Oxford's taxonomy of MLSs as the most established system and thorough classification of the varied strategies of learning vocabulary. This justifies the use of Oxford's taxonomy of MLSs in the current study as it is a thorough, more manageable, well-known, appropriate and has been recommended and adopted by many writers and researchers (e.g. Al Abri et al, 2024; Al-Faris & Jasim, 2021; Aljurbua, 2020; Al-Qaysi & Shabdin, 2016; Alzaidi & Al-Fallay, 2018; Fu, 2021; Li, 2004; Najm & Kareem, 2021; Sinhaneti & Kyaw, 2012).

Previous Studies on EFL Learners' MLSs:

There are many studies that have been conducted to investigate EFL learners' MLSs (e.g. Abbassi, Hassaskhah & Tahriri, 2018; Al Abri et al., 2024; Al-Faris & Jasim, 2021; Aljurbua, 2020; Al-Qaysi & Shabdin, 2016; Alzaidi & Al-Fallay, 2018; Fu, 2021; Ghorbani & Riabi, 2011; Khalifasati & Susanto, 2023; Najm & Kareem, 2021; Sinhaneti & Kyaw, 2012). For example, Sinhaneti and Kyaw (2012) studied the role of rote learning (RL) in MLSs among 100 Burmese EFL students from Yangon Institute of Education, Myanmar. A mixed method research design was adopted using both a questionnaire and interviews, combining quantitative and qualitative data. The findings revealed that RL strategies were highly used and considered effective for both initial and advanced stages of learning. Moreover, the researchers found that collaborative use of RL with other strategies like creating mental linkages (CML) was common. The study recommended further research to include

factors influencing EFL learners' use of MLSs, such as motivation and gender differences. In Iran, Ghorbani and Riabi (2011) carried out a study to test the Depth of Processing Hypothesis by assessing the impact of memory strategy instruction on Iranian EFL learners' vocabulary retention. Pre-test, post-test, and a 35-item vocabulary test were used to collect data from 40 intermediate EFL learners at Kaneye Zaban in Bojnord, Iran. Generally, the results averred that memory strategies significantly improved the participants' long-term vocabulary retention. The researchers recommended incorporating MLSs into vocabulary instruction to enhance long-term retention. Another recent research was carried out in Iran by Abbassi et al., (2018) to explore the effect of MLSs on vocabulary retention, considering learners' multiple intelligences. 80 Iranian intermediate EFL learners were selected as sample for the pre-test, post-test, multiple intelligences survey, and vocabulary learning strategies questionnaire. The findings indicated significant improvement in vocabulary retention for the experimental group and positive correlation between certain types of multiple intelligences and vocabulary retention. Finally, the researchers recommended implementing MLSs and consider multiple intelligences in EFL teaching practices. In China, Fu (2021) carried out a study aimed to identify the types of MLSs employed by Chinese EFL university students and explore the differences in strategy use between students with lower and higher educational levels. To collect data, a questionnaire was administered among 71 EFL students from a Chinese university. The main results showed that while determination and cognitive strategies were most frequently used, social/affective and metacognitive strategies were less common. The researcher also found that higher-level students used more memory strategies and were more aware of their vocabulary learning progress.

In the Arabic EFL context there is a scarcity of research which has been carried out to explore students' use of MLSs. For instance, a study was reported by Al-Qaysi and Shabdin (2016) which investigated the types of MLSs employed by Arab postgraduate students at Universiti Utara Malaysia (UUM) and identified the most and least frequent strategies. To collect data, a questionnaire was distributed among of 65 Arab postgraduate students from different colleges at UUM. The study showed that Arab EFL students were medium strategy users. For the types of MLSs, the study found that reviewing well (RW) strategies were the most preferred, followed by creating mental linkages (CML) and applying images and sounds (AIS). However, employing actions (EA) strategies were the least preferred. The researchers averred that cultural and educational background influenced EFL learners' choice of MLSs. The study recommended explicitly teaching vocabulary memorization strategies in the curriculum, training lecturers to use and teach various strategies effectively and encouraging students to generate and use diverse MLSs. Moreover, Alzaidi and Al-Fallay (2018) carried another research among Saudi EFL students. The study aimed to investigate the effectiveness of MLSs in improving vocabulary recall and spelling among 63 female EFL students at King Saud University (KSU). To collect the data, pre-test, post-test, and a questionnaire on students' attitudes towards MLSs were employed. The findings revealed significant improvement in vocabulary recall and spelling for the experimental group. In addition, the participants appeared to have positive attitudes towards MLSs. Thus, it has been suggested to integrate memory strategy training into EFL curricula to enhance vocabulary learning and spelling accuracy. Similarly, Aljurbua (2020) examined the MLSs employed by Saudi undergraduate EFL learners. The sample consisted of 110 Saudi undergraduate learners from Hafr

AlBatin University. The findings indicated that the most used strategy is Creating Mental Linkage (CML), followed by Reviewing Well (RW) and Applying Images & Sounds (AIS). However, Employing Actions (EA) is the least used strategy. The researchers suggested that educators should focus on teaching CML and RW strategies comprehensively. In the same vein, Najm and Kareem (2021) investigated the possible impact of using MLSs to enhance grammar learning for pre-university EFL students in Iraq. To collect data, pre-test, post-test, and multiple-choice questionnaires were distributed among 20 pre-university EFL learners from the University of Babylon. The results of the experimental study showed that the experimental group had significant improvement in grammar retention compared to the control group. This demonstrated the positive impact of using MLSs on EFL grammar learning. The study recommended incorporating MLSs into EFL curricula to improve grammar learning and retention. Recently, Al Abri et al. (2024) investigated the effectiveness of Oxford's MLSs in improving vocabulary learning among Omani eleventh-grade EFL students. The participants included 126 male Grade 11 students in Oman. A mixed method approach was adopted for the research design using a questionnaire, semi-structured interviews, and observation checklists. Generally, the results indicated that Reviewing Well (RW) is the most utilized strategy, followed by Applying Images and Sounds (AIS). On the other hand, the study found that the least utilized memory strategy was Employing Actions (EA).

All in all, the studies reviewed in this section emphasize the importance of MLSs in EFL learners' vocabulary learning and improving their English language proficiency. The findings of the studies suggest that educators should incorporate different types of MLSs into their teaching methods to enhance vocabulary retention and learning outcomes. The studies recommend incorporating MLSs into EFL curricula and considering learners' personal factors and digital platforms to optimize language learning outcomes. The studies also suggested that future research should explore additional factors influencing strategy use and include diverse participant groups to gain a comprehensive understanding of effective vocabulary learning strategies. The review also indicated that there is a scarcity of studies conducted among Arab EFL learners and no research has been done before in the Yemeni EFL context. Consequently, the researcher is motivated to carry out the current study among Yemeni EFL undergraduates at Hadramout University to explore the students' MLSs. Also, this study will find out the possible effect of gender on students' use of MLSs.

Research Design:

The present investigation is a quantitative descriptive study. Quantitative descriptive research, according to Best and Kahn (2006), uses quantitative methods to describe, record, analyze and interpret conditions that exist. To fulfill the descriptive and quantitative requirements of the present study, a survey questionnaire was employed in the methodology. In particular, the cross-sectional survey method was used.

Following Oxford's taxonomy (2003), the researcher developed a questionnaire as the main instrument for data collection based on prior studies by Al Abri et al. (2024), Al-Qaysi and Shabdin (2016), Li (2004) and Sinhaneti and Kyaw (2012). The questionnaire comprised two main sections A and B (please see Appendix A). Section A requests general background information regarding the students' age, gender, level of study and Grade Point Average (GPA). For Section B, the main part of the questionnaire consists of 25 items. It is designed to collect data concerning the students' use of MLSs including four main types: 1) **CML** (items 1, 3, 6, 9, 12, 17 and 18), 2) **AIS** (items 2,

4, 10, 13, 14, 15, 16, 24 and 25), 3) **RW** (items 5, 7, 19 and 23) and 4) **EA** (items 8, 11, 20, 21 and 22). A five-point scale was used, ranging from 1 (never) to 5 (always). To ensure the validity of the questionnaire, it was presented to three experts who were professors in ELT. Based on their feedback, a few amendments were made. In addition, the questionnaire was piloted with 10 students who shared similar characteristics as the current sample of the main study. The purpose of conducting the pilot study was to obtain information about the relevancy and clarity of the questions, the format, and the amount of time required to answer the questions, so that the questions can be revised if necessary (Cohen, Manion & Morrison, 2018).

Moreover, as shown in Table 1 below, the reliability coefficient as measured by Cronbach's Alpha statistic of the 25 items of the questionnaire was (0.993) which is a high reliability coefficient.

The target population in this research is all the students who studied in the academic year 2024-2025 in the English Department at the Faculty of Arts and Humanities, Hadramout University. The total number of the students was *214* (159 females and 55 males). In fact, it is a general feature of the population at the English Departments in Hadramout University that females outnumber males.

A non-probability convenience sampling technique was employed by the researcher to select an appropriate and easily accessible sample of the participants in this study. Therefore, only 93 freshmen and sophomore students were selected as a sample to fill in the questionnaire. There were 74 females and 19 males. Their age ranged from 19 to 24. However, the majority of them (64.6%) were in the 20-21 age group. Depending on their level of study, the sample included 39 freshmen and 54 sophomore students. Concerning their academic achievement level, most of the subjects assumed that their GPA, in the first semester of the academic year 2024-2025, as very good (*52.7%*) and good (*26.9%*). The profile of these subjects is shown in Table 2 below.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.993	25

Population and Sample:

Table 2: The demographic background of the students

Demographic Factors		Total (n=93)	%
Age	19 years	11	11.9
	20 years	32	34.5
	21 years	28	30.1
	22 years	14	15
	23 years	6	6.4
	24 years	2	2.1
Gender	Male	19	20.4
	Female	74	79.6
Level of Study	First year	39	41.9
	Second year	54	58.1
Academic Achievement Level	Excellent	12	12.9
	Very good	49	52.7
	Good	25	26.9
	Satisfactory	5	5.4
	Weak	2	2.1

Data Analysis:

The Likert-Scale items of the questionnaire were analyzed using descriptive and inferential statistics via the Statistical Package for Social Sciences (SPSS). For the descriptive statistics, means and standard deviations were calculated to describe students' use of MLSs. As for inferential statistics, an independent samples t-test was implemented to examine the potential effect of gender on students' MLSs. This would help answer the second research question of this study.

It might be worth mentioning here that mean values were interpreted following the scores system of Oxford (1990). That is, mean values between 1.00 and 2.4 reports that the participants are regarded as "low strategy users". Moreover, mean score between 2.5 and 3.4 shows that the students are "medium strategy users". Finally, the scores between 3.5 and 5.0 are regarded as a "high strategy use", which are those strategies that are frequently used.

Results and Discussions:

The following two sections present and discuss the findings of the current investigation so as to answer the two research questions.

Students' MLSs:

To answer the first research question, i.e., *What are the types of MLSs used by English majors at Hadhramout University?* the data in Table 3 below show that the overall mean score of the four types of the MLSs was 3.192 indicating that the current group of Yemeni EFL learners is "medium strategy users"of all the MLSs. In fact, one of the most commonly accepted views of vocabulary learning is that understanding how to use different types of MLSs leads to better vocabulary retention. In this regard, Al-Faris and Jasim (2021) in reviewing the role of MLSs in vocabulary teaching and learning averred that MLSs such as RW, CML, AIS and EA are effective in enhancing vocabulary retention among EFL learners in different contexts.

Table 3: Ranking of the Types of the Students' MLSs

Types of MLSs	Items	Average mean	Standard Deviation
Reviewing Well (RW)	5, 7, 19 & 23	3.5510	1.1976
Creating Mental Linkages (CML)	1, 3, 6, 9, 12, 17 & 18	3.3394	1.2645
Applying Images and Sounds (AIS)	2, 4, 10, 13, 14, 15, 16, 24 & 25	3.2282	1.2970
Employing Actions (EA)	8, 11, 20, 21 & 22	2.6494	1.3105
Average		**3.192**	**1.2674**

For the ranking of the types of MLSs, the findings in the table above showed that RW received the highest mean score of the students' results (mean= 3.5510). This indicates that *Reviewing Well* as a type of MLSs was the most frequently used memory strategy by English majors at Hadhramout University. This seems consistent with the findings of Al-Qaysi and Shabdin (2016) who found that RW

strategies were the most preferred by Arab international postgraduate EFL students at UUM.

Moreover, the results also revealed that CML (mean=3.3394) and AIS (mean=3.2282) were ranked as the second and third types of MLSs respectively. However, EA received the lowest average mean demonstrating that it was the least used strategy among participants. This

finding concurs with the results of Al Abri et al. (2024) and Qaysi and Shabdin (2016). For instance, Al Abri et al. (2024) who conducted a study among Omani EFL learners found that the least utilized MLS was EA.

Interestingly enough, the results of students' mean scores regarding their use of the MLSs (please see Appendix B), show that 8 out of 25 items scored higher than 3.5 indicating that the participants appeared to be high strategy users of these MLSs. At the top of these MLSs are those related to written and verbal repetitions of words. This demonstrated that the majority of the current students preferred to *repeat words aloud to themselves for memorizing* (mean=4.3441) and *write words repeatedly to remember them* (mean= 4.2581). According to numerous studies, written and verbal repetitions of words to memorize them are called rote learning memory strategies and have been frequently used by many Asian EFL learners to enhance vocabulary learning (see e.g., Lee, 2004; Shabdin, 2016; Sinhaneti & Kyaw, 2012). On the other hand, *taking the vocabulary cards wherever they go* (mean= 2.0215) and *using semantic mapping to enlarge vocabulary* (mean= 1.9247) received the lowest mean values of the students' results. This indicates that the participants are regarded as "low strategy users" in utilizing these MLSs.

Students' MLSs and Gender:

In order to answer the second research question, i.e., *whether there is a difference between male and female English majors at Hadhramout University in the use of MLSs,* an independent samples t-test was performed. Table 4 below provides t-test results to show if the difference between genders is significant or not.

Table 4: MLSs and Gender

Gender	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Male	19	3.0063	1.30116			
Female	74	3.2437	1.26089	-.773	91	. 442

As can be seen in Table 4, the average mean score is slightly higher for females (mean= 3.2437) compared to males (mean=3.0063). However, with observed t=.773, df= 91 and Sig= .442, p > .05 the difference between males and females is not statistically significant.

For more details, Figure 1 below clearly illustrates the slight difference between male and female students regarding their use of the four types of MLSs: RW, CMCL, AIS and EA.
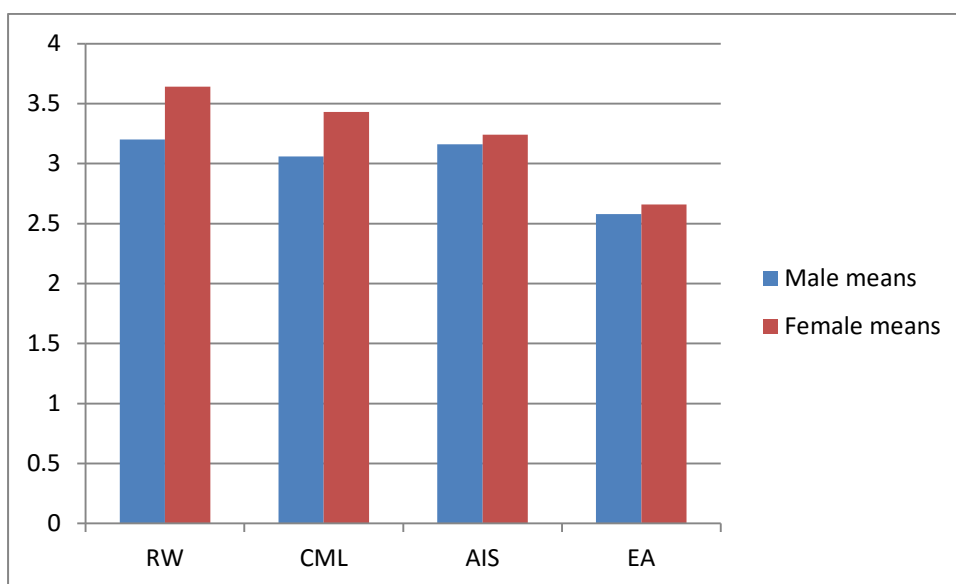
Figure 1: MLSs for Males and Females

The current findings appear to be in contrast with those of previous research on gender effects on MLSs among EFL learners (e.g. Montero-SaizAja, 2021; Phung, 2022; Samiyan, 2015; Sihombing et al., 2024; Sitorus, 2024; Soureshjani, 2011; Suhesti, Kasmaini, & Kurniawan, 2022). For instance, Suhesti et al. (2022) conducted a study among 52 Indonesian EFL learners and found that male students used MLSs more frequently than females (M = 3.47 for males, compared to M = 3.19 for females). In contrast, other researchers such as Samiyan (2015) showed that Iranian female EFL students surpassed males in the use of MLSs. Similarly, a recent research by Sitorus (2024) among 105 Indonesian EFL students at Politeknik Negeri Media Kreatif revealed that female students used MLSs more frequently than their male counterparts. Perhaps, factors such as participants' achievement and proficiency levels, educational, cultural and socioeconomic background, motivation and coping strategies may account for this contrast.

Conclusion and Recommendations:

The present study was conducted to identify the types of MLSs employed by English majors at Hadhramout University and find out the relationship between gender and students' use of the MLSs. The results highlight the effectiveness of MLSs such as Reviewing Well (RW), Creating Mental Linkages (CML) and Applying Images & Sounds (AIS) in enhancing students' vocabulary learning as they were frequently used by the current students. Moreover, the findings indicate that gender does not significantly influence MLSs in this sample.

The results can be used as a beginning point for providing some pedagogical implications and recommendations that should be taken into consideration by students, teachers, course designers at the Academic Development Center, and Quality Assurance at Hadhramout University, and Yemeni EFL researchers. The pedagogical implications and recommendations are as follows: Firstly, the findings may help raise the awareness

of the students in the English Department at Hadhramout University of their strengths and lacks with regard to using the different types of MLSs. Secondly, the findings would contribute to familiarize EFL teachers at Hadhramout University of the different MLSs employed by their students so as they can help their students to overcome the obstacles and difficulties they face in learning, comprehending and memorizing vocabulary. Thirdly, course designers at the Academic Development Center, and Quality Assurance at Hadhramout University could help develop appropriate training courses to guide teachers on how to teach their students different types of MLSs so as to enhance students' vocabulary retention and learning outcomes. Finally, future studies by Yemeni EFL researchers should increase the sample size, explore other factors influencing strategy use and consider mixed methods for deeper insights.

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Appendix A (Arabic Version of the Questionnaire of MLSs)

اعزائي الطلاب الافاضل:

الاستبانة التالية تعتبر جزء من مشروع بحث يختص بدراسة كيفية حفظ وتعلم مفردات اللغة الانجليزية عند طلاب اللغة الإنجليزية بجامعة حضرموت

ان هذه الاستبانة غير محددة او مرتبطة بشخص بعينه كما ان البيانات والمعلومات سيتم التعامل معها بسرية تامة. فاجاباتكم الدقيقة والوقت المستغرق لتعبئة الاستبانه لهما محل تقديرنا واحترامنا البالغين..

تعليمات: (فضلاً ضع علامة (√) في الفراغ المقابل للإجابة الصحيحة)

أ) بيانات شخصية

1- كم عمرك؟   --------------

2- الجنس

ذكر   [   ]

انثى   [   ]

3- المستوى الدراسي ؟

أ)   المستوى الأول   [   ]

ب)   المستوى اثاني   [   ]

4) كيف كان تقديرك العام في إمتحانات الفصل الأول لهذا العام؟

أ)   ممتار   [   ]

ب)   جيدجدا   [   ]

ت)   جيد   [   ]

ث)   مقبول   [   ]

ج)   ضعيف   [   ]

ب) إستراتيجيات حفظ وتعلم مفردات اللغة الإنجليزية

في الجدول أدناه إستراتيجيات حفظ وتعلم مفردات اللغة الإنجليزية. رجاء حدد مدى إستخدامك لهذه الاستراتيجيات بوضع علامة (√) في المكان المناسب)

دائما	أغلب الأحيان	بعض الأحيان	نادرا	مطلقا	إستراتيجيات حفظ وتعلم مفردات اللغة الإنجليزية
					1) اعمل قائمة بالكلمات التي اواجهها او تمر امامي.
					2) اتذكر الكلمات او المفردات عن طريق دمج الاصوات والصور .
					3) اقوم بحفظ قائمة الكلمات التي أعملها
					4) انظم المعاني التي أعرفها على شكل خريطة وربطها بالصور لزيادة المفردات التي احفظها .
					5) اقوم بمراجعة دورية ومنتظمة للكلمات التي أحفظها .
					6) عندما اقوم بحفظ كلمة اقوم بترديدها بصوت عالي حتى اسمع نفسي .
					7) عندما احاول ان احفظ كلمة و اتذكرها اقوم بكتابتها عدة مرات .
					8) اقوم بعمل تمارين تهجئة لفظية مع اصدقائي الذين هم بنفس مستواي باللغة الانجليزية .
					9) اقوم بكتابة الكلمة الانجليزية ومعناها بالعربية عدة مرات لكي أتذكرها .
					10) اقوم بتصور معنى الكلمة عند حفظها.
					11) اقوم بتمارين لتذكر المعاني مع احد ما .
					12) اقوم بربط معاني الكلمات الانجليزية الجديدة بالكلمات السابقة حسب خبرتي الشخصية.
					13) أتذكر أمثلة في سياق ما عند إستخدام الكلمات .
					14) اقوم بحفظ مجموعة من الكلمات الجديدة التي تكون اغلب حروفها متشابهة .
					15) اقوم بربط صوت الكلمات العربية مع الكلمات التي تحمل نفس الصوت في الانجليزية .
					16) اقوم بربط الكلمات الجديدة التي تشبه في لفظها الكلمات العربية.
					17) اقوم بتجزئة الكلمة الى عدة اجزاء (مثلا: الكلمة الرئيسية– الاضافات).
					18) اقوم بتقسيم الكلمات الى مجاميع (مثلا: الحيوانات– الفواكة– الخضار ..إلخ)
					19) اقوم باستعراض الكلمات الجديدة التي حفظتها.
					20) انتبه الى الجمل والعبارات التي تأتي مع الكلمة.
					21) اقوم بكتابة الكلمة على جانب كارت وتعريفها على الجانب الاخر .
					22) اقوم بعمل كارتات اكتب عليها المفردات واحملها معي اينما اذهب.
					23) اركز على إكمال تمارين المفردات وارددها قبل الامتحانات.
					24) استطيع استخدام المفردات بصورة صحيحة وبكفاءة بعد حفظها جيدا.
					25) عندما اواجه كلمات جديدة ابحث في ذاكرتي عن مرادف او معاكس لها.

رجاءا اكتب اي ستراتيجية او طريقة اخرى تستخدمها في تعلم وحفظ المفردات و المعاني غيرالطرق والاساليب المذكوره اعلاه ان وجدت.

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Appendix B
(Mean Scores and Standard Deviations of the Students' MLSs)

MLSs Items	Mean (N=93)	Standard Deviation
Item 1	2.9892	1.05804
Item 2	3.4839	1.21237
Item 3	3.3871	1.17983
Item 4	1.9247	1.17248
Item 5	2.7849	1.23226
Item 6	4.3441	1.09836
Item 7	4.2581	1.15064
Item 8	2.3333	1.20986
Item 9	3.4946	1.41900
Item 10	3.6022	1.31991
Item 11	2.6882	1.38296
Item 12	3.3656	1.24922
Item 13	3.5914	1.19088
Item 14	3.1398	1.34804
Item 15	3.0215	1.51785
Item 16	2.9247	1.54805
Item 17	3.0430	1.39809
Item 18	2.7527	1.44956
Item 19	3.4301	1.15531
Item 20	3.6129	1.16126
Item 21	2.5914	1.42369
Item 22	2.0215	1.37508
Item 23	3.7312	1.25230
Item 24	3.8495	.99942
Item 25	3.5161	1.36424
Average	**3.1952**	**1.2747**

إستراتيجيات الذاكرة والنوع الاجتماعي: دراسة على طلاب اللغة الإنجليزية بجامعة حضرموت

عاطف صالح التميمي

الملخص

يهدف هذا البحث إلى دراسة أنواع استراتيجيات الذاكرة (MLSs) لدى طلاب اللغة الإنجليزية في جامعة حضرموت. كما هدفت الدراسة أيضًا إلى معرفة التأثير المحتمل للنوع الإجتماعي على استخدام الطلاب لاستراتيجيات الذاكرة. ولتحقيق أهداف الدراسة، إتبع الباحث تصميمًا بحثيًا كميًا حيث تم توزيع استبانة على 93 طالبًا وطالبة من طلاب السنة الأولى والثانية بقسم اللغة الإنجليزية في جامعة حضرموت في العام الجامعي 2024– 2025. إجمالا، أظهرت النتائج أن غالبية طلاب تخصص اللغة الإنجليزية حصلوا على درجة متوسطة في استخدام استراتيجية الذاكرة (المتوسط = 3.192). بالنسبة لأنواع إستراتيجيات الذاكرة، فقد جاءت إستراتيجية المراجعة الجيدة للذاكرة (RW) في المرتبة الأولى بمتوسط 3.5510، تليها إستراتيجيتي إنشاء الروابط الذهنية (المتوسط= 3.3394) وتطبيق الصور والأصوات (المتوسط= 3.2282). علاوة على ذلك، أشارت النتائج إلى أن متوسط درجات الطالبات أعلى بقليل من الذكور، إلا أن الفرق ليس ذا دلالة إحصائية (Sig=.442). وعلى ضوء النتائج، قدمت الدراسة عدد من التوصيات التي يجب أن تؤخذ بعين الإعتبار من قبل الطلاب والمدرسين في قسم اللغة الإنجليزية ومصممي الدورات في مركز التطوير الأكاديمي وضمان الجودة في جامعة حضرموت والباحثين اليمنيين في مجال اللغة الإنجليزية.

الكلمات المفتاحية: إستراتيجيات الذاكرة، النوع الإجتماعي، طلاب تخصص اللغة الإنجليزية بجامعة حضرموت