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RESEARCH ARTICLE

The Impact of Gender as A Factor in Choosing Learning Language Strategies Using Language Learning Applications

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ARTICLE INFO	ABSTRACT
	This study investigated the strategies that the students at King Khalid University use in learning the English language, taking into account the difference in gender as a factor. This research used the analytical-descriptive technique. The study used a questionnaire to gather data from the chosen participants. The sample of the study included 240 English language students from King Khalid University, who were selected using the purposive sampling technique. The criteria include persons aged 18 to 35. Students at King Khalid University use mnemonic strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies at average rates that are generally close to each other. The findings a statistically significant difference between male and female students in the use of language learning strategies at King Khalid University.

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INTRODUCTION

The discovery of learning strategies was an important turning point in the field of learning in general and in the field of language learning and teaching in particular. After these long experiences in learning and teaching languages, researchers and teachers have become convinced that there are firm solutions or one specific method that guarantees linguistic acquisition or predicts the success of teaching the second language (Hoi, 2020). Among the many beneficial effects of technology on the field of language education is the ease with which new languages may be taught and learned. There are other ways to study a language than sitting in a classroom these days. Language learning is accessible to students at any time and in any place (Pawlak, 2021). Language learning apps help students overcome obstacles like not understanding everything a teacher says right away or not having enough time to fully absorb a lecture because they offer students flexibility and a more tailored approach to learning. Keep in mind that there are a variety of elements that influence students' learning experiences (Alfadda & Mahdi, 2021). Students' choices and utilisation of these language-learning applications vary significantly depending on a number of criteria, one of which is gender.

Other factors affect the choice of strategies, including degree of awareness, stage of learning, task requirements, teacher expectations, gender, nationality, learning style, personality traits, level of

motivation, and purpose of learning the language (Lai et al., 2022). Older learners may use different strategies than younger learners. Recent studies indicate that females use more or at least different strategies than males when learning a language. There are also differences in nationalities, as learners from Latin America tend to use social strategies more than other races. Learning styles such as dependent and domain-independent can influence the choice of language learning strategies (Namaziandost & Çakmak, 2020).

Language learning apps (LLAs) are defined as any app that aims to teach a language or increase a user's proficiency in a language. LLAs are digital instruments for didactic purposes that integrate technology with principles of instructional language (Zhang & Zou, 2024). On the other hand, these characteristics make it possible for users to study while enjoying these programmes. A wide variety of language learning applications are available, each built using a somewhat different approach. Some applications are made specifically to help with writing, while others are made to help with speaking. Additionally, some could vary according to the amount of interactivity offered by their user interface (Bloshchynskyi et al., 2022).

Although there is a wealth of literature that discusses mobile language technologies and their effectiveness in the language learning of children at various educational levels, including higher education, there is a dearth of research that focuses on the use of language-learning applications by professionals (An et al., 2021). Those individuals who arrange their learning via the use of objectives and activities are what Broadbent means when he talks about self-regulated learners (Boudadi & Gutiérrez-Colón, 2020). Both the author and the reader agree that in order to participate in organised language learning via the use of a language-learning app, one must possess a certain degree of organisational learning or, at the at least, sufficient desire to participate in self-learning.

Problem statement

As a matter of critical importance in the field of language education, a number of researchers have presented a variety of data from their studies to support the idea that gender variance has an effect on the utilisation of technology tools. Nevertheless, there have been relatively few studies that have focused on the influence of gender differences in relation to the manner in which language learners utilise language learning applications in order to develop their language abilities. As a result, the purpose of this study is to fill up this vacuum in the existing literature by offering further evidence for gender differences in the context of the utilisation of LLAs in the process of language skill growth.

Based on the previous factors, we want to search for the strategies that the students at King Khalid University use in learning the English language, taking into account the difference in gender as a factor.

Therefore, the research questions were:

1. What strategies do the students of at King Khalid University use in learning English language across genders?
2. Is there a statistically significant difference between students at King Khalid University in choosing English language learning strategies across genders?

LITERATURE REVIEW

Strategies are specific ways to deal with different problems and situations, procedural patterns to achieve specific goals, and plans to control and use information in certain circumstances. They are more like war plans that are inseparable from their content, and may change from one moment to another, from one day to another, and from one year to another (Teng & Zhang, 2020). Strategies differ for the same person, as each one of us has a set of various options and ways to solve a particular problem, and then the person chooses one of these methods used to solve the problem according to different circumstances (Yu, 2021).

It is common practice to see technology, which is an integral component of our everyday life, as a tool for resolving issues. LLAs, which stand for language learning applications, are a perfect illustration of this phenomenon since they provide users a platform to improve their overall language abilities (Su & Zou, 2022). As a result of their ability to combine technological advancements with the principles of language education, LLAs have become an indispensable component of contemporary language learning. LLAs may be implemented in the form of mobile applications or system applications (Maican & Cocorodă, 2021). It is possible to learn a language via the use of mobile apps, which are software programmes that are intended to operate on mobile devices such as iPhones and tablets. On the other hand, system apps are software programmes that are also linked into bigger learning management systems. System apps are also known as "system apps." In order to accomplish the goals of this study, we will be concentrating entirely on mobile applications (Mauludin et al., 2023).

Mobile applications have been categorised in studies that have been conducted on the subject of mobile app categorization based on various criteria, such as characteristics, language level, and learning method (Khasawneh, 2024). Based on the 'feature category,' gaming applications are among the most popular apps that language learners use to learn a language. In spite of this, gaming software apps include both fun and language learning concepts, making it possible for users to have fun while simultaneously learning two or more languages. There are three distinct categories of mobile applications, each of which is classified according to the respective language level. The applications that are included in this category are designed for elementary learners, secondary learners, and postsecondary learners respectively. In the first category, you'll find programmes that are specifically developed for language novices (Alkhasawneh & Khasawneh, 2024). The purpose of these applications is to make it easier for users who do not have any previous knowledge of a given language to acquire the fundamental vocabulary, grammar, and phrases of that language (Hoi, 2020). In contrast to applications designed for primary learners, those designed for secondary learners are geared towards persons who already have a certain level of language competency but need further practice to improve their language abilities.

When looking at the features of language-learning applications, you could find some that are more personalised, interacting with only one user, and others that mimic the qualities of social media, linking a large number of people together (Alfadda & Mahdi, 2021). As an example, the Hello Talk app connects language learners with real people from all around the globe who speak the target language. Learners of the target language may make use of the app's built-in translator, submit voice comments to correct grammatical mistakes, and more (Lai et al., 2022). As a result, language-learning applications could equip self-students with the means to converse remotely and engage in fundamental conversational activities in a certain language (Khasawneh, 2023).

There have been examinations exploring how users engage with and utilise these applications as a result of the widespread usage of language learning assistants (LLAs) in translation situations. One of the aspects that influences people' attitudes or interactions with regard to the use of mobile applications is whether or not they are of a certain gender (Zhang & Zou, 2024). When compared to prior research on LLAs, the number of studies that focused on gender was very low. This is an important development to notice. On the other hand, the majority of research that has been conducted on LLAs has solely studied their efficacy, difficulties, functions, and user views. Nevertheless, when academics continued to investigate digital learning, they started paying attention to the gender differences that were occurring.

Previous studies

Nami (2020) surveyed 381 undergraduates about their experiences with language learning applications and their thoughts on how useful they are for improving one's language abilities. It seems that the most common kinds of applications among the participants were lexical and

dictionary apps. The majority of students had a favourable impression of language learning applications, but their opinions varied on which abilities such apps may help them hone the most. Perception was unaffected by individuals' gender, according to ANOVA data. Actually, students' perspectives on app-based language learning were greatly affected by the specific applications that were utilised. By providing more insight into students' choice of applications for learning various language skills, the results add to the body of knowledge on educational app design and mobile-aided language learning.

Wongwatkit et al. (2020) suggested a theoretical framework to investigate the effects of the connections between students' perspectives, tolerance, gender disparities, and academic achievement. In addition, by considering the ideas that needed improvement as well as the learning preferences of the learners, a personalised learning system was created. The suggested conceptual model and the personalised learning system's efficacy were tested with four groups of Thai high school students who were all studying basic electricity. The study used the Partial Least Square method to examine data that came from Thai classrooms. Gender moderated the relationship between conceptual learning suggestions' perceived usefulness and learning performance, as well as between intention to use and learning performance in the personalised e-learning environment. The path coefficient results demonstrated that students' perceptions of the mastery learning support's usefulness and their intention to use it directly impacted their learning performance. Based on these results, it seems that gender and attitude have a moderating role in how well students do in individualised online courses.

Alamer and Al Khateeb (2023) investigated using the WhatsApp mobile application, a social networking platform, to examine the correlation between instructors' casual use of the app and a rise in students' motivation. The study used a quasi-experimental approach to examine two groups of Saudi university students who were enrolled in the English language department at two prominent institutions. The total number of participants was 447. The structural model demonstrated a noteworthy enhancement in the impact of autonomy at Time 1 on autonomous motivation at Time 2, as well as in the impact of autonomous motivation at Time 1 on autonomous motivation at Time 2, only in the experimental group. The repeated measures ANOVA analysis confirmed that autonomous motivation significantly increased only among students in the experimental group. This research enhanced the understanding of the benefits and difficulties of using WhatsApp as a tool for Mobile-Assisted Language Learning (MALL) in the educational system.

Lee et al. (2024) explored the mediating effects of L2 enjoyment and L2 anxiety on the relationship between Informal Digital Learning of English and L2 willingness to communicate (L2) in an exam-oriented EFL context. Additionally, the study sought to determine if gender and educational stage have any influence on these relationships. The study included 1,265 Korean English as a Foreign Language (EFL) learners, consisting of 764 secondary students and 501 tertiary students. Among the participants, there were 400 men and 865 females. The findings of the moderated mediation structural equation modelling revealed that the connection between IDLE and L2 WTC was partly mediated by L2 pleasure and L2 anxiety. The mediation effect of L2 pleasure was bigger than that of L2 anxiety. Additionally, IDLE had a greater impact on lowering L2 anxiety in females compared to males. Furthermore, L2 emotions had a comparable function in mediating the language learning experience for both secondary and tertiary students.

METHODOLOGY

Research Design

This research used the analytical-descriptive technique in order to accomplish its aims. The analytical descriptive method refers to a research approach that focuses on studying and measuring

existing events, phenomena, and practices without the researcher's intervention. This allows the researcher to interact with, filter, and comprehend these elements.

Instrument

The study used a questionnaire to gather data from the chosen participants, in accordance with the study technique we established. Nevertheless, we gathered the numerical data from the questionnaire and the descriptive data from the interview. Questionnaires are used by researchers to get comprehensive data sets from study participants.

Participants

The sample of the study included 240 English language students from King Khalid University, who were selected using the purposive sampling technique. The criteria include persons aged 18 to 35 who use LLA on a daily basis, are learning foreign languages, and are willing to offer informed permission by completing the consent form. In addition, participants were provided with a formal correspondence, included emails, that clearly outlined the goals of the survey and emphasised the importance of their replies.

RESULTS

Language learning strategies used by male and female students include direct strategies and indirect strategies. Table 1 provides an estimate of the strategies generally used.

Table 1. Group statistics

	Group	NO.	Mean score	Standard deviation
Language learning strategies	Males	120	2.82	0.74
	Females	120	2.57	0.78

The sample number for each group is 120 students. The average for the male group was 2.82 with a standard deviation of 0.74, while the average for the female group is 2.57 with a standard deviation of 0.78. Table 2 details the language learning strategies used.

Table 2. Strategies for learning English among male students

NO.	Language learning strategies	Mean score	Standard deviation
1	Metacognitive strategies	3.02	0.83
2	Emotional strategies	2.77	0.84
3	Social strategies	2.81	0.85
4	Mnemonic strategies	2.78	0.75
5	Cognitive strategies	2.75	0.82
6	Compensatory strategies	2.72	0.77
Total		2.80	0.81

Based on the previous Table 2, the metacognitive strategies are more commonly used among male students. The strategy had a mean of 3.02, with a standard deviation of 0.83. Emotional strategies are in second place with a mean of 2.77 and a standard deviation of 0.84. Social strategies are in third place with a mean score of 2.81 and a standard deviation of 0.85. The mnemonic strategies are in fourth place with a mean score of 2.78 and a standard deviation of 0.75. Cognitive strategies are ranked fifth, with a mean of 2.75 and a standard deviation of 0.82. The least strategies used by students are compensatory strategies with a mean score of 2.72 and a standard deviation of 0.77. In general, students use different strategies with an average score of 2.80.

Table 3. Strategies for learning English among female students

NO.	Language learning strategies	Mean score	Standard deviation
1	Metacognitive strategies	2.62	0.91

2	Emotional strategies	2.55	0.94
3	Social strategies	2.54	0.86
4	Mnemonic strategies	2.51	0.84
5	Cognitive strategies	2.45	0.82
6	Compensatory strategies	2.35	0.81
Total		2.50	0.86

Based on the previous table 3, the metacognitive strategies are more commonly used by female students. They tend towards it with their arithmetic mean of 2.62 and the standard deviation of 0.91. Social strategies are in second place with a mean of 2.55 and a standard deviation of 94. Emotional strategies are in third place with a mean of 2.54 and a standard deviation of 0.94. The mnemonic strategies are in fourth place with an arithmetic mean of 2.51 and a standard deviation of 0.84. Cognitive strategies are ranked fifth, with an arithmetic mean of 2.45 and a standard deviation of 0.82. The least common strategy used by female students is the compensatory strategy with an arithmetic mean of 2.35 and a standard deviation of 0.81. In general, female students use different strategies and the total mean score was 2.50.

There is a statistically significant difference between the strategies used by male and female students, as the statistical analysis is as follows:

Table 4. The independent sample test

NO.	Strategy	Gender	MS	T value	Sig.
1	Metacognitive strategies	Male	2.09	3.88	.05
		Female	2.23		
2	Emotional strategies	Male	2.06	4.04	.05
		Female	2.18		
3	Social strategies	Male	2.02	4.25	.05
		Female	2.33		
4	Mnemonic strategies	Male	2.07	7.09	.05
		Female	2.28		
5	Cognitive strategies	Male	2.02	7.44	.05
		Female	2.23		
6	Compensatory strategies	Male	2.10	2.434	.05
		Female	2.30		
Total				4.85	.05

The previous table shows that the homogeneity test between the two groups obtains a p-value of 4.85. This indicates that the data of the two groups (α is greater than 0.05) are homogeneous. The average difference between the two groups is 1059 with a standard deviation of 0.80. The t-value = 4.85 is greater than the tabular t-value. The table shows statistically significant differences between the data on strategies of learning the English language for male and female students.

Discussion

Students use many strategies in learning English as a foreign language. English language teachers should pay attention to these individual differences among learners, including gender differences. This is consistent with what Lee et al. (2024) explained, that some studies indicate a difference in the use of language learning strategies among learners across genders, namely the study of Alamer and Al Khateeb (2023) but the result of this research indicates that males are slightly larger than females overall. This differs from what Wongwatkit et al. (2020) mentioned in that females appeared to use more and greater strategies than males in the study

An important part of teaching languages all around the world is the use of application systems for language acquisition. Learners of foreign languages have long relied on these apps to hone their proficiency in these languages. We have focused on gender differences in how these language learning apps are used by students of foreign languages in this study. The results of this study provide credence to the idea that language learning applications are used differently by men and women. Software programmes that teach or improve linguistic competence are known as language learning apps (LLAs).

There is also a subtle signal for curriculum designers and material developers to pay attention to learning strategies. In addition, the curricula, materials, tasks, and activities require not only the development of learning strategies but also provide the opportunity to teach good learning strategies, teachers can also help learners maintain motivation, self-learning, and psychological confidence and try to achieve the goal of learning the English language as a foreign language.

For example, for learners who use metacognitive strategies, the teacher can make the learners into three or five groups in the class. The teacher gives an attractive task that requires the whole group to carry out effective activities to solve the problem, whether it is for listening skill, speaking skill, reading skill, or writing skill. The teacher does not forget to teach effective metacognitive strategies. At the end of learning and teaching, the teacher evaluates the strategies used.

CONCLUSION

Students at King Khalid University use mnemonic strategies, cognitive strategies, compensatory strategies, metacognitive strategies, affective strategies, and social strategies at average rates that are generally close to each other. The most common strategies used by male students are the metacognitive strategies with an arithmetic mean of 2.80, and the least is the compensatory strategy with an arithmetic mean of 2.72. Likewise, most of the strategies used by female students are the metacognitive strategies, with an arithmetic mean of 2.62, and the least are the compensatory strategies, with an arithmetic mean of 2.35. There is a statistically significant difference between male and female students in the use of language learning strategies at King Khalid University.

Because these applications are so differently designed, language learners often act differently while using them. Individual disparities in the usage of LLAs are supposedly caused by gender variance, which language learners believe impacts their choice or preference for these applications. So, depending on the nature, usability, and components of these applications, male and female language learners may have different ideas and preferences when it comes to utilising them. This includes the LLAs they choose to help them with certain language abilities, such receptive and productive language skills. Gender variance is more apparent in certain contexts and less evident or nonexistent in others, according to the results of this study. The results of this study provide credence to previous research that has looked at the role of gender in language learning applications.

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