

Memory and remembering are the most crucial part of the learning process. Lack of focus on English for Specific Purposes (ESP) at many specialized departments at the university level, especially on technical vocabulary (Tech.voc.), might be attributed to the insufficiency of an academic and formal framework for a course that comprises Memory Strategies (MSs) in the teaching/learning process. There were statistically significant differences between the results of the EG's post-tests by finding the Means and Standard deviation, which outweighs the achievement of the CG. In addition, statistical analysis in this study identified the most effective strategy (Elaboration, Semantic Mapping). The study findings revealed that the EG outperformed the CG after implementing MSs and VLSs in developing their memory capacity enabling them to remember the new Tech.voc. It is an empirical endeavour that majorly aims at highlighting the role of implementing Memory Strategies (MSs) and Vocabulary Learning Strategies (VLSs) in teaching university Ss Tech. As a result, the use of MSs, VLSs and Reorientation Strategy is recommended to improve retention and retrieval of newly learned Tech.voc. Quasi-experimental research was adopted.