higher scores in the post-tests given after the students had been involved in mind mapping software activities.

Finally, the results of the presented study indicate the necessity of using e-mind mapping in in teaching Arabic vocabulary. In addition, the results emphasize the significant positive increase in vocabulary skills at the students' achievement level. The present study draws attention to the importance of vocabulary learning and acquisition as a fundamental area for the Arabic language skills.

The finding supports what the literature indicates about the effectiveness of using mind mapping software in developing vocabulary. The findings of this study indicate that using mind mapping software increases students' achievement level, and it can motivate them to continue using the new mind mapping strategy method for learning vocabulary, It developed the students' vocabulary skills, as they expressed their own ideas and transformed them into mind maps of their own creation, thus supporting them in arranging information in expandable and collapsible topic trees. Teachers should employ this strategy to teach Arabic vocabulary because it is more effective than traditional teaching methods. Based on the ed study findings, we as researchers have identified three important recommendations for further research into this area.

1. The Kuwaiti Ministry of Education is encouraged to provide Kuwaiti public schools with computers and special software that can facilitate the application of the EMM to teach Arabic and foreign language vocabulary at those schools.

2. Kuwaiti schools are encouraged to hold more workshops and training sessions about the best methods of applying the e-mind mapping strategy to teach vocabulary efficiently.

3. Future studies should be conducted to identify the effectiveness of e-mind mapping in teaching other aspects of language, such as syntax and reading comprehension.

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We teach vocabulary in almost every lesson. Words that prevent understanding, new lexis, emergent vocabulary â€" all of these are relatively easy to put across. However, sometimes, while looking through tasks before the lesson, we canâ€™t but anticipate problems. In todayâ€™s article, you will find 5 main possible problems which we face while teaching vocabulary. Solutions are provided, check it out! Problem: You have worked through the list of potentially blocking vocabulary in advance. In the lesson, you are giving a definition, but the students donâ€™t seem to understand. Right, sometimes it might Thus, vocabulary one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should retain. Â The main aim of teaching vocabulary is assimilation of the meaning, form of the words and its usage in oral and written speech â€" that is formation of lexical habits. People can have many aptitudes, but without a large and precise English vocabulary to express them, they cannot take full advantage of these abilities. Â The teacher then tells the students that these words are made up from word parts and that a great many words in English are as well, and that studying these parts increases vocabulary immensely. The teacher breaks the words down into their parts, writing on the board what each part means. their own, to increase vocabulary knowledge and comprehension in content areas to narrow the gap in achievement from non-struggling readers. Theoretical Framework Literacy is the ability to make and communicate meaning through the use of a variety of socially contextual symbols, both oral and written. Â The deficit in vocabulary becomes problematic for ELLs when considering comprehension of texts. According to Vaughn, Martinez, Lilan-Thompson, Reutebuch, Carlson, and Francis (2009), ELLs are still being held to the same accountability standards as their English-only counterparts. For ELLs, the deficits in vocabulary knowledge and comprehension that are experienced in the early grades tend to snowball into larger problems as they progress throughout school. writing in Arabic. Keyword: Vocabulary knowledge, Receptive vocabulary knowledge, Productive vocabulary. Â While learning vocabulary in productive way, the results accounted for receptive and. productive knowledge. Both turned out to have a strong relationship and mutual in the. development of the vocabulary, especially in improving the learnersâ€™ language efficiency. Â Thus Arabic teachers should pay attention to the level of vocabulary knowledge which was. occupied by learners in order to adapt the teaching strategies to the level of learnersâ€™ ability. Indirectly, when teachers have identified the level of vocabulary knowledge of learners, International Journal of Academic Research in Business and Social Sciences. Teaching Vocabulary Across the Curriculum. William P. Bintz. Learning vocabulary is an important instructional aim for teachers in all content areas in middle grades schools (Harmon, Wood, & Kiser, 2009). Â Students learn a significant amount of vocabulary simply through the act of reading. photo by Ken Clutsam. discussing their reading, and listening to orally presented passages. Â Much research also exists on teaching and learning vocabulary in middle grades education. This research provides important findings that can be used by teachers to provide effective vocabulary instruction across the curriculum. One persistent finding is that expanding and extending vocabulary is a critical part of the literacy needs of all adolescents (Harmon, 2000).