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.

References
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