

ABSTRACT

Vocabulary plays a fundamental role in English language acquisition for elementary school students, serving as the cornerstone for developing listening, speaking, reading, and writing skills. However, young learners newly introduced to English often encounter difficulties recognizing, pronouncing, and retaining basic vocabulary due to limited prior exposure and conventional, text-heavy instruction. This study investigated the implementation of digital flashcards designed via Canva as a multimodal learning tool to enhance English learning. Employing a qualitative research methodology with a case study design, this study involved 23 third-grade students and one English teacher during the 2025/2026 academic year. Data were systematically gathered over four weeks through classroom observations, semi-structured interviews with six representative students across high, medium, and low performance levels, as well as document analysis. Data were subsequently analyzed using thematic analysis.

The findings revealed that the integration of digital flashcards positively facilitated students' vocabulary learning across their core instruction themes: Like and Don't Like, Have and Don't Have, and classroom Objects. Observational data indicated progressive learning developments across four meetings, transitioning from initial hesitation to active participation, accurate word pronunciation, and effective word-picture associations. Furthermore, interview results demonstrated positive learning experiences across all ability levels: high-achieving students were motivated by colorful visual displays and animation, medium-achieving students benefited from structured item by- item focus that enhanced retention, and low-achieving students experienced reduced learning anxiety and increased self-confidence in speaking, overall, digital flashcards proved to be an interactive, pedagogically sound, and engaging multimodal medium that effectively exchanged beginner young learners' vocabulary mastery classroom engagement, and confidence.