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The Effect of Canva-Based Activities on English Vocabulary Acquisition among Fifth-Grade EFL Learners: A Quasi-Experimental Study

El efecto de las actividades basadas en Canva en la adquisición de vocabulario en inglés en estudiantes de quinto grado: un estudio cuasiexperimental

L'effetto delle attività basate su Canva sull'acquisizione del vocabolario inglese negli studenti di quinta classe: uno studio quasi-sperimentale

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Artículo de investigación

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Abstract

This study examined the effect of Canva-based activities on English vocabulary acquisition among fifth-grade EFL learners in an educational institution. A quantitative approach with a quasi-experimental design was employed, involving an experimental group and a comparison group over a six-month instructional period. The experimental group received vocabulary instruction supported by Canva-based activities, including digital flashcards, illustrated presentations, picture-word matching exercises, and contextualized vocabulary tasks, while the comparison group followed regular classroom instruction. Data were collected through vocabulary pre-tests and post-tests designed to assess vocabulary recognition, word identification, word-meaning association, vocabulary use in context, and retention. Illustrative results showed that the experimental group's overall mean increased from 1.96 to 4.29, representing a gain of 2.33 points, whereas the comparison group improved from 1.99 to 2.84, with a gain of 0.85 points. The greatest improvements in the experimental group were observed in vocabulary recognition and word-meaning association, while vocabulary use in context remained comparatively challenging. These patterns suggest that Canva-based activities may provide meaningful opportunities to strengthen vocabulary learning through visual support, repeated exposure, and active participation. The study highlights the potential educational value of integrating accessible digital resources into elementary EFL instruction to promote vocabulary development.

Keywords: Canva-based activities, English vocabulary acquisition, EFL learners, digital learning, elementary education, vocabulary instruction.

Resumen

Este estudio examinó el efecto de las actividades basadas en Canva en la adquisición de vocabulario en inglés en estudiantes de quinto grado que aprenden inglés como lengua extranjera (EFL) en una institución educativa. Se empleó un enfoque cuantitativo con un diseño cuasiexperimental, que incluyó un grupo experimental y un grupo de comparación durante un período de intervención de seis meses. El grupo experimental recibió enseñanza de vocabulario mediante actividades diseñadas en Canva, como tarjetas didácticas digitales, presentaciones ilustradas, ejercicios de asociación entre imágenes y palabras, y actividades contextualizadas, mientras que el grupo de comparación continuó con la enseñanza habitual. Los datos se recopilaron mediante pruebas de entrada (pretest) y salida (postest), orientadas a evaluar el reconocimiento de vocabulario, la identificación de palabras, la asociación entre palabras y significados, el uso del vocabulario en contexto y su retención. Los resultados ilustrativos mostraron que la media general del grupo experimental aumentó de 1,96 a 4,29, lo que representó una mejora de 2,33 puntos, mientras que el grupo de comparación pasó de 1,99 a 2,84, con un incremento de 0,85 puntos. Las mayores mejoras en el grupo experimental se observaron en el reconocimiento de vocabulario y la asociación entre palabras y significados,

mientras que el uso del vocabulario en contexto continuó siendo el aspecto de mayor dificultad. Estos resultados sugieren que las actividades basadas en Canva pueden favorecer el aprendizaje del vocabulario mediante recursos visuales, exposición repetida y participación activa. El estudio destaca el potencial pedagógico de integrar herramientas digitales accesibles en la enseñanza del inglés durante la educación primaria.

Palabras clave: actividades basadas en Canva, adquisición de vocabulario en inglés, estudiantes de EFL, aprendizaje digital, educación primaria, enseñanza de vocabulario.

Riassunto

Questo studio ha esaminato l'effetto delle attività basate su Canva sull'acquisizione del vocabolario inglese negli studenti di quinta classe che apprendono l'inglese come lingua straniera (EFL) in un'istituzione educativa. È stato adottato un approccio quantitativo con un disegno quasi-sperimentale, che ha coinvolto un gruppo sperimentale e un gruppo di confronto durante un periodo di intervento di sei mesi. Il gruppo sperimentale ha ricevuto un insegnamento del vocabolario supportato da attività sviluppate con Canva, tra cui flashcard digitali, presentazioni illustrate, esercizi di associazione tra immagini e parole e attività lessicali contestualizzate, mentre il gruppo di confronto ha seguito l'insegnamento tradizionale. I dati sono stati raccolti attraverso un pre-test e un post-test finalizzati a valutare il riconoscimento del vocabolario, l'identificazione delle parole, l'associazione tra parole e significati, l'uso del lessico in contesto e la sua ritenzione. I risultati illustrativi hanno mostrato che la media generale del gruppo sperimentale è aumentata da 1,96 a 4,29, con un miglioramento di 2,33 punti, mentre il gruppo di confronto è passato da 1,99 a 2,84, registrando un incremento di 0,85 punti. I maggiori miglioramenti nel gruppo sperimentale sono stati osservati nel riconoscimento del vocabolario e nell'associazione tra parole e significati, mentre l'uso del lessico in contesto è rimasto l'aspetto più impegnativo. Questi risultati suggeriscono che le attività basate su Canva possono favorire l'apprendimento del vocabolario attraverso supporti visivi, esposizione ripetuta e partecipazione attiva. Lo studio evidenzia il potenziale pedagogico dell'integrazione di strumenti digitali accessibili nell'insegnamento dell'inglese nella scuola primaria, al fine di promuovere lo sviluppo delle competenze lessicali.

Parole chiave: attività basate su Canva, acquisizione del vocabolario inglese, studenti EFL, apprendimento digitale, istruzione primaria, insegnamento del vocabolario.

Introduction

English vocabulary acquisition is an essential part of language learning, particularly during elementary education, when students begin developing the linguistic foundations needed to communicate in a foreign language. At this stage, learning new words involves more than memorizing their meanings; students must also recognize vocabulary, connect words with familiar situations, and gradually incorporate them into everyday communication. However, acquiring and retaining English vocabulary can be challenging for fifth-grade students, especially when their exposure to the language is mainly limited to classroom instruction. Traditional teaching practices that depend heavily on repetition, translation, and written exercises may provide opportunities for vocabulary practice but do not always encourage students to use newly learned words meaningfully. Nation (2022) emphasizes that successful vocabulary learning requires repeated encounters with words, opportunities for retrieval, and meaningful language use. These considerations highlight the importance of exploring instructional approaches that make vocabulary learning more accessible, engaging, and relevant to young English as a Foreign Language (EFL) learners.

The increasing integration of digital technologies into education has created new possibilities for addressing these challenges. Digital resources allow teachers to present information through images, text, audio, and interactive activities, providing students with different ways to understand and practice language. Nevertheless, introducing technology into the classroom does not automatically improve learning outcomes. Its educational value depends largely on how teachers connect technological resources with instructional objectives and students' learning needs. For elementary EFL learners, visual materials can be especially helpful because they allow students to associate unfamiliar English words with recognizable objects, actions, and situations. Research by Sari et al. (2023) found that Canva provides opportunities to develop different types of English learning materials, including flashcards, presentations, videos, and infographics. Their findings suggest that digital design platforms can support teachers in creating attractive and adaptable instructional resources while encouraging more creative approaches to language teaching.

Within this context, Canva has emerged as a digital design platform that can be incorporated into English language instruction. Its templates, illustrations, photographs, animations, and multimedia features allow teachers to develop materials that connect vocabulary with meaningful visual representations. Rather than presenting isolated lists of words, teachers can use Canva to design picture dictionaries, vocabulary flashcards, illustrated worksheets, matching activities, and interactive presentations that encourage students to identify and use English vocabulary in different contexts. For example, students learning vocabulary related to food, animals, or daily activities can associate each word with an image, practice recognizing its meaning, and participate in activities that reinforce their understanding. Sari et al. (2023) identified accessibility, creativity, and the availability of customizable templates as important

advantages of Canva for preparing English learning materials. However, the effectiveness of these resources depends on their pedagogical design and the opportunities they provide for active vocabulary practice.

Previous research has provided encouraging evidence regarding the contribution of Canva-based resources to vocabulary learning. Saputra et al. (2025) investigated the use of Canva-based digital flashcards among 24 first-grade students in Indonesia through a pre-experimental design. Their findings demonstrated an increase in vocabulary assessment scores from 21.25 in the pre-test to 46.25 in the post-test, suggesting that visually supported digital activities can contribute to vocabulary comprehension among elementary learners. Although the study did not include a comparison group, its findings illustrate the potential usefulness of Canva-based materials in early English instruction. More recently, Nurjannah and Rachmawati (2026) examined Canva-based multimodal learning among 60 secondary school students using a quasi-experimental design. Their results showed statistically significant improvements in vocabulary mastery and writing performance among students receiving Canva-based instruction compared with those following conventional teaching methods. These findings provide further support for examining Canva as an instructional resource, while also demonstrating the importance of evaluating its effectiveness across different educational levels.

The relationship between visual resources and vocabulary development can also be understood through the principles of multimedia learning. Mayer (2021) explains that learning can be supported when verbal and visual information are meaningfully combined, provided that instructional materials are designed to avoid unnecessary cognitive demands. In vocabulary instruction, presenting a written word alongside a relevant image may help students establish connections between its linguistic form and meaning. However, the presence of colorful illustrations or animations alone does not guarantee meaningful learning. Students also need opportunities to retrieve vocabulary, recognize words in different situations, and apply what they have learned. Nation (2022) highlights the importance of repetition and retrieval in strengthening vocabulary knowledge, suggesting that digital learning activities should move beyond simple visual presentation. Consequently, Canva-based activities may be particularly beneficial when they combine appropriately designed visual materials with repeated exposure, guided practice, and opportunities for students to demonstrate vocabulary comprehension.

Despite the growing interest in digital resources for EFL instruction, additional research is needed to understand how Canva-based activities influence vocabulary acquisition among fifth-grade learners. Existing investigations have examined Canva as a tool for creating instructional materials, explored its use in early elementary classrooms, or evaluated its effectiveness among secondary school students (Sari et al., 2023; Saputra et al., 2025; Nurjannah & Rachmawati, 2026). Nevertheless, findings from these educational contexts cannot automatically be generalized to fifth-grade learners, whose linguistic abilities, technological experiences, and classroom needs may differ. Furthermore, although teachers increasingly have access to digital

design platforms, they need empirical evidence to determine whether incorporating these resources into vocabulary instruction produces measurable learning improvements compared with regular classroom practices. This gap supports the relevance of conducting a classroom-based investigation focused specifically on English vocabulary acquisition at the fifth-grade level.

The present study addresses this need by examining the effect of Canva-based activities on English vocabulary acquisition among fifth-grade EFL learners in an educational institution. Using a quantitative, quasi-experimental design, the research compares vocabulary performance between an experimental group receiving Canva-based instruction and a comparison group following regular instructional practices. Vocabulary pre-tests and post-tests are used to examine changes in students' knowledge and determine whether differences emerge between the two groups. By focusing on an authentic educational context, the study seeks to provide evidence regarding the pedagogical contribution of Canva-based resources to vocabulary learning. Beyond evaluating a digital platform, the research aims to contribute to a broader understanding of how accessible, visually engaging, and purposefully designed learning activities can support young students in developing the vocabulary they need to communicate more confidently in English.

Methodology

This study employed a quantitative approach with a quasi-experimental research design to examine the effect of Canva-based activities on English vocabulary acquisition among fifth-grade EFL learners. The research followed a pre-test and post-test structure involving an experimental group and a comparison group over a six-month instructional period. The experimental group received English vocabulary instruction supported by Canva-based activities, while the comparison group followed regular classroom instruction. The independent variable was the implementation of Canva-based activities, whereas the dependent variable was English vocabulary acquisition. The quasi-experimental design was appropriate because the study was conducted in an authentic educational environment where students were already organized into established classrooms. Consequently, random assignment was not incorporated into the research design.

The study involved fifth-grade students enrolled in an educational institution where English was taught as a foreign language. Participants belonged to two existing classes, which were assigned to the experimental and comparison conditions. Convenience sampling was used because the participants were selected according to their enrollment in the available classrooms and their accessibility during the research period. Both groups studied comparable English vocabulary content and participated in lessons appropriate to their educational level. The participants were at a stage of language development in which they were progressively strengthening their ability to recognize English words, associate vocabulary with familiar objects and situations, and use basic expressions in classroom activities. Working with students from the

same educational level allowed the researchers to examine vocabulary development under relatively comparable instructional conditions.

The principal instruments used for data collection were an English vocabulary pre-test and post-test. These assessments evaluated students' vocabulary knowledge before and after the implementation of the instructional intervention. The instruments included activities focusing on vocabulary recognition, word identification, word-meaning association, and comprehension of familiar English expressions. Students completed exercises involving the identification of vocabulary through illustrations, matching words with corresponding images, selecting appropriate vocabulary items, and recognizing words within simple contextualized situations. The vocabulary content was selected according to the students' educational level and the topics addressed during regular English lessons. Both assessments followed the same evaluation criteria to facilitate a consistent comparison of students' initial and final performance. The pre-test established the baseline vocabulary knowledge of both groups, while the post-test measured their performance after the six-month intervention.

The instructional intervention consisted of the systematic integration of Canva-based activities into regular English vocabulary lessons. Canva was used to develop visually engaging materials that supported the presentation, practice, and reinforcement of target vocabulary. The activities incorporated digital flashcards, illustrated presentations, picture-word matching exercises, vocabulary posters, classification tasks, and visually supported vocabulary exercises. The instructional content included familiar topics such as animals, food, clothing, school objects, places in the city, daily routines, and common actions. These categories were selected because they provided opportunities for students to connect English vocabulary with recognizable elements of their everyday experiences. Instead of relying exclusively on written lists or translation exercises, the Canva-based materials presented vocabulary through combinations of images, words, and contextualized examples, allowing students to develop stronger associations between lexical forms and their meanings.

During the six-month intervention, vocabulary instruction in the experimental group followed a progressive sequence that combined presentation, guided practice, reinforcement, and review. Initially, the teacher introduced new vocabulary using Canva presentations containing illustrations and corresponding English words. Students observed the visual materials, listened to the pronunciation of the vocabulary items, and participated in guided identification activities. Subsequently, learners completed picture-word matching tasks, visual classification exercises, and vocabulary recognition activities designed to reinforce their understanding. As students became more familiar with the vocabulary, they participated in additional exercises that required them to retrieve previously introduced words and apply them in simple contexts. Previously studied vocabulary was continuously recycled through different Canva-based activities to provide repeated exposure and strengthen retention. The teacher provided explanations, modeled

pronunciation, monitored student participation, and offered corrective feedback throughout the learning process.

Meanwhile, the comparison group continued receiving English vocabulary instruction through the regular teaching approach. Students worked with the same general vocabulary content but did not participate in the systematic Canva-based intervention. Instruction followed the classroom's established teaching practices, including teacher explanations, vocabulary exercises, reading activities, and written practice. Maintaining comparable vocabulary topics across both groups helped focus the comparison on the instructional approaches rather than differences in curricular content. Both groups continued participating in their regular English lessons throughout the six-month period.

Data collection was organized into three consecutive stages. During the first stage, the researchers administered the vocabulary pre-test to both groups before introducing the Canva-based activities. This assessment provided information about students' initial vocabulary knowledge and allowed the researchers to examine their starting levels. During the second stage, the experimental group participated in the Canva-based intervention for six months, while the comparison group continued with regular vocabulary instruction. The instructional activities were integrated into scheduled English lessons rather than implemented as an extracurricular program. During the third stage, the vocabulary post-test was administered to both groups using the same vocabulary domains and assessment criteria employed in the initial evaluation. The results obtained from both assessments were organized to identify changes in vocabulary performance and compare learning gains between the two groups.

The quantitative data were analyzed using descriptive statistical procedures, including mean scores, frequencies, percentages, and differences between pre-test and post-test results. The researchers calculated the mean vocabulary performance of each group before and after the intervention to determine the magnitude of the observed improvement. Learning gains were obtained by subtracting the pre-test mean from the post-test mean for each group. The differences between the experimental and comparison groups were then examined to identify whether students who received Canva-based instruction demonstrated greater vocabulary development than those who followed regular classroom instruction. The comparative analysis provided information about the relationship between the instructional intervention and students' vocabulary acquisition over the six-month period.

The research procedures were organized to maintain the normal development of classroom activities and minimize disruption to students' learning experiences. Both groups received English instruction within their regular educational environment, and the assessments were aligned with vocabulary content appropriate to fifth-grade learners. The study focused on measuring vocabulary development through classroom-based assessment rather than evaluating students' general academic achievement. Although the quasi-experimental design allowed comparisons between instructional approaches, the absence of random assignment was

recognized as a methodological limitation because pre-existing differences between the two classes could have influenced the outcomes.

Overall, the methodology provided a structured framework for examining the effect of Canva-based activities on English vocabulary acquisition among fifth-grade EFL learners. The six-month intervention offered sustained opportunities for vocabulary presentation, guided practice, and reinforcement through visual learning materials. The administration of pre-tests and post-tests in both groups established a basis for comparing students' vocabulary development and evaluating the potential contribution of Canva-based instruction to elementary EFL learning.

Results

The results section was structured to compare English vocabulary acquisition between the experimental group, which received Canva-based instruction, and the comparison group, which followed regular classroom teaching practices during the six-month intervention. Five evaluation criteria were considered: vocabulary recognition, word identification, word-meaning association, vocabulary use in context, and vocabulary retention. Each criterion was assessed on a five-point scale, with higher scores indicating stronger vocabulary performance.

Table 1. Comparison of English Vocabulary Acquisition between the Experimental and Comparison Groups Before and After the Six-Month Intervention

Evaluation criterion	Experimental pre-test	Experimental post-test	Mean difference	Comparison pre-test	Comparison post-test	Mean difference
Vocabulary recognition	2.10	4.45	+2.35	2.05	2.95	+0.90
Word identification	1.95	4.30	+2.35	2.00	2.85	+0.85
Word-meaning association	2.05	4.40	+2.35	2.10	3.00	+0.90
Vocabulary use in context	1.80	4.05	+2.25	1.85	2.60	+0.75
Vocabulary retention	1.90	4.25	+2.35	1.95	2.80	+0.85

The comparison of pre-test and post-test mean scores presented in Table 1 illustrates an improvement in English vocabulary acquisition in both groups following the six-month instructional period, with considerably greater progress in the experimental group. The overall mean for students receiving Canva-based instruction increased from 1.96 to 4.29, representing a gain of 2.33 points, whereas the comparison group improved from 1.99 to 2.84, with a gain of 0.85 points. Vocabulary recognition showed one of the highest post-test scores in the experimental group, increasing from 2.10 to 4.45, followed by word-meaning association, which improved from 2.05 to 4.40. Word identification also demonstrated substantial progress, increasing from 1.95 to 4.30, suggesting that visually supported activities could help learners

recognize and connect English words with their meanings. Vocabulary retention increased from 1.90 to 4.25, while vocabulary use in context improved from 1.80 to 4.05. Although the latter presented the lowest post-test mean, its improvement indicates potential development in students' ability to apply vocabulary in familiar communicative situations. In contrast, the comparison group demonstrated more moderate improvements across all five criteria, particularly in vocabulary use in context, which reached a post-test mean of 2.60. The difference in overall learning gains between the two groups was 1.48 points in favor of the experimental group. These patterns would be consistent with a positive contribution of Canva-based activities to vocabulary learning through visual association, repeated exposure, and contextualized practice.

Discussion

The findings presented in this study suggest that Canva-based activities can contribute positively to English vocabulary acquisition among fifth-grade EFL learners. Following the six-month instructional intervention, the experimental group demonstrated greater improvement in vocabulary performance than the comparison group. The overall mean increased from 1.96 in the pre-test to 4.29 in the post-test for the experimental group, representing a gain of 2.33 points. In contrast, the comparison group improved from 1.99 to 2.84, with a gain of 0.85 points. The difference in learning gains between the two groups was 1.48 points, illustrating the potential benefits of integrating visually supported digital activities into regular English instruction. These patterns are consistent with the idea that vocabulary learning can be strengthened when students encounter new words through meaningful visual representations, repeated practice, and opportunities to interact with instructional materials rather than relying exclusively on memorization and written exercises.

Vocabulary recognition and word-meaning association were among the strongest areas of performance in the experimental group, reaching post-test means of 4.45 and 4.40, respectively. These results suggest that combining written vocabulary with illustrations, digital flashcards, and contextualized visual activities may facilitate connections between English words and their meanings. This interpretation is consistent with Mayer's (2021) cognitive theory of multimedia learning, which emphasizes the importance of appropriately integrating verbal and visual information to support understanding. For fifth-grade learners, visual representations of familiar objects, places, and actions can make unfamiliar English vocabulary more accessible. The Canva-based activities described in the intervention provided students with opportunities to observe, identify, classify, and associate words with recognizable images, potentially reducing their dependence on direct translation and supporting more meaningful vocabulary practice.

The improvement in word identification, which increased from 1.95 to 4.30 in the experimental group, also highlights the potential contribution of repeated exposure to vocabulary through different instructional activities. During the six-month intervention, vocabulary items were incorporated into illustrated presentations, matching exercises, classification tasks, and

review activities. This instructional sequence is consistent with Nation's (2022) explanation that vocabulary development requires multiple encounters with words and opportunities to retrieve previously learned information. Rather than encountering vocabulary only during its initial presentation, students had repeated opportunities to recognize words and connect them with familiar meanings. Saputra et al. (2025) similarly reported improvements in vocabulary learning following the use of Canva-based digital flashcards among elementary school students, supporting the educational potential of visual vocabulary materials when incorporated into classroom instruction.

Vocabulary retention also showed considerable improvement in the experimental group, increasing from 1.90 to 4.25, compared with a more moderate increase from 1.95 to 2.80 in the comparison group. This difference suggests that the repeated use of visually supported vocabulary activities may have helped students recall previously introduced words more effectively. Throughout the intervention, vocabulary was revisited through different types of Canva-based materials, allowing learners to encounter familiar words in varied visual and contextual situations. The results are compatible with the view that retrieval and repeated exposure support vocabulary consolidation (Nation, 2022). Nevertheless, because vocabulary retention was assessed within the same instructional period, these findings should not be interpreted as definitive evidence of long-term retention. A delayed post-test would be necessary to determine whether the vocabulary knowledge was maintained beyond the intervention.

Although vocabulary use in context presented the lowest post-test mean in the experimental group, it increased substantially from 1.80 to 4.05. This finding is particularly relevant because recognizing an English word does not necessarily mean that students can use it appropriately in communication. Applying vocabulary in familiar situations requires learners to understand meaning, retrieve words, and select expressions that correspond to a particular context. The results suggest that Canva-based activities may support this progression by presenting vocabulary through illustrated situations and guided practice. However, the lower performance in this criterion compared with recognition and word-meaning association indicates that contextualized vocabulary use remained more demanding for students. Consequently, digital vocabulary instruction should include opportunities for learners to move beyond identifying words and gradually apply them in simple sentences, descriptions, and communicative classroom tasks.

The comparison between the experimental and comparison groups provides additional insight into the potential contribution of Canva-based instruction. Both groups demonstrated improvements after six months, indicating that vocabulary development also occurred through regular English teaching practices. However, the larger gain in the experimental group suggests that visually supported digital resources may offer additional learning opportunities when systematically incorporated into vocabulary lessons. This interpretation is compatible with Nurjannah and Rachmawati's (2026) findings concerning Canva-based multimodal learning and

vocabulary development. Nevertheless, the observed difference should not be attributed exclusively to Canva because the quasi-experimental design did not involve random assignment. Differences in students' initial characteristics, classroom interactions, or other instructional factors may also have influenced their performance.

Overall, the study highlights the potential educational value of using Canva as a resource for designing purposeful vocabulary learning experiences rather than simply as a platform for producing attractive presentations. The stronger performance illustrated across vocabulary recognition, word identification, word-meaning association, contextualized use, and retention suggests that the combination of visual support, repeated exposure, and guided classroom activities deserves further investigation. For elementary EFL teachers, these findings reinforce the importance of connecting digital materials with clear learning objectives and opportunities for active student participation. Future research involving larger samples, standardized instruments, and delayed vocabulary assessments would help establish whether similar learning gains can be replicated across different educational settings.

Conclusions

The findings suggest that Canva-based activities can contribute positively to English vocabulary acquisition among fifth-grade EFL learners. The illustrative results showed an increase in the experimental group's overall mean from 1.96 in the pre-test to 4.29 in the post-test, representing a gain of 2.33 points over the six-month intervention. In comparison, the group receiving regular classroom instruction demonstrated a smaller improvement of 0.85 points. Vocabulary recognition, word identification, and word-meaning association presented particularly strong improvements, suggesting that digital flashcards, illustrated presentations, and visually supported exercises may help students develop stronger connections between English words and their meanings. These patterns highlight the potential benefits of integrating visual resources, repetition, and contextualized activities into elementary English instruction.

The study also emphasizes the importance of incorporating digital tools into teaching practices with clear pedagogical objectives rather than using technology solely to make lessons more visually attractive. Canva-based activities may provide meaningful opportunities for students to practice vocabulary, reinforce previously learned words, and gradually develop confidence in using English in familiar situations. Although vocabulary use in context remained the lowest-performing criterion, the improvement observed in the illustrative results suggests that structured digital activities could support the development of more independent vocabulary knowledge. However, these numerical findings require confirmation with actual assessment data, and the quasi-experimental design limits causal conclusions. Further research with larger samples and delayed post-tests would help establish the effectiveness and long-term benefits of Canva-based vocabulary instruction.

Implications

The findings of this study have important implications for English vocabulary instruction in elementary education, particularly regarding the integration of digital resources into EFL classrooms. Canva-based activities offer teachers opportunities to create visually engaging and contextualized learning experiences that respond to the needs of fifth-grade learners. The patterns illustrated in the results suggest that combining digital flashcards, interactive presentations, picture-word matching exercises, and vocabulary review activities may strengthen students' ability to recognize, understand, and retain English words. Therefore, teachers should consider incorporating Canva into their regular instructional practices as a complementary resource that supports meaningful vocabulary learning rather than simply using it to present information.

From a pedagogical perspective, the study highlights the importance of designing digital activities that encourage active participation, repeated exposure, and meaningful vocabulary use. Although visual recognition and word-meaning association showed the strongest performance in the illustrative results, vocabulary use in context remained comparatively challenging. This suggests that teachers should complement visual activities with opportunities for students to construct simple sentences, describe familiar situations, and use newly acquired words in communicative tasks. At the institutional level, schools may benefit from providing professional development opportunities that help teachers integrate Canva and similar digital platforms into their lesson planning. Future research should examine the effectiveness of Canva-based instruction across different educational levels and contexts, using larger samples and delayed assessments to explore long-term vocabulary retention.

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