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Enhancing EFL Learners' Interactive Skills through Using Social Media

(Case Study of EFL Learners at Sudanese Universities 2025)

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ABSTRACT

The study aimed to develop EFL learners' interactive skills and enhance their motivation through the use of social media. The study adopted the descriptive analytical method. A questionnaire was used as a tool for data collection from fifty (50) of EFL university learners from different Sudanese universities (2025). The collected data were statistically analyzed. The results showed that: An effective use of social media develops EFL learners' interactive skills and enhances their motivation to learn English language. The study recommends: social media should be used by EFL learners for supporting their interactive skills, learners should be encouraged to find motivating educational material through the internet and they should be good communicators through social media.

Key Words: Social media, interactive skills, motivating material, good communicator.

مستخلص

تهدف الدراسة إلى تطوير المهارات التفاعلية لطلاب اللغة الانجليزية كلغة أجنبية وزيادة دافعيتهم لتعلم تلك اللغة خلال استخدام مواقع التواصل الاجتماعي. اتبعت الدراسة المنهج الوصفي والتحليلي حيث استخدمت الدراسة نظام الاستبانة لجمع البيانات التي تخص الدراسة من خمسين (50) طالباً وطالبة من طلاب اللغة الإنجليزية من عدة جامعات سودانية .(2025) تم تحليل البيانات إحصائياً وخرجت الدراسة بعدة نتائج أهمها: أن الاستخدام الجيد لمواقع التواصل الاجتماعي يطور من المهارات التفاعلية لطلاب اللغة الانجليزية ويزيد دافعيتهم لتعلم اللغة الانجليزية. توصي الدراسة بتشجيع الطلاب على دعم مهارات التفاعل



خلال إستخدام مواقع التواصل الاجتماعي والتمكن من تنزيل مواد تعليمية محفزة على تعلم اللغة الانجليزية والتمكن من تحسين مهارات التواصل.

كلمات مفتاحية: مواقع التواصل الاجتماعي، المهارات التفاعلية، مادة محفزة، متواصلين جيدين

Back ground

Technology has occupied a very significant space in the life of every individual. The day of modern man starts and ends with the use of technology. Right after getting up in the morning, the first thing they check is their cell phones. Similarly, the last thing before they go to bed is also the same. As such, it can be said that the life of modern man is surrounded by technology. Technology has helped man to evolve and grow in his knowledge. Social networking sites are recognized as an important resource for education today (Ejaz et al,2022). The use of social media supports the EFL learning process, solves learning problems and tests learning outcomes. It makes learning vocabulary becomes easier as a fundamental language skill which determines language understanding and makes it possible for learners to speak the respective language. Social media also enables learners to relate new learning experience to their prior existing knowledge and develops their language awareness. Using social media also helps the learners in composing good relations and interaction between them and their, eases classroom management, arranges learners' participations and enhances learning environment. Moreover, many EFL learners who use social media as a learning method become good communicators (Ferdig,2007). Social media is a means of electronic communication that enable individuals from different walks of life to interact and socialize with each other. It includes different websites and mobile applications used for social networking. Social media helps the users to create online communities in order to share



information, ideas, personal messages, and other content such as videos. Social media is very popular among people belonging from all generations, particularly the younger generation. It has served and influenced the younger generation in a number of ways. It has altered the lifestyle of its users by connecting it with many different cultures around the world.

Problem of the study

Most of the learners use social media for many purposes every day, but they do not concentrate on taking the educational benefits of social media. As such, many of the learners still need to develop interactive skills as well as finding motivating learning sources from the internet through social media. So, the study is an attempt to encourage learners to take the benefits of social media as to increase their vocabulary and develop their interactive skills.. where is the title of the reserch paper you must write here

Objectives of the Study:

This study aims to:

1. Developing EFL learners' interactive skills through the use of social media.
2. enhancing learners motivation to learn English language through social media.

Questions of the Study

This study will answer the following questions:

- 1.To what extent do EFL learners use social media for educational purposes?



2. What is the role of social media in providing learners motivating learning material?

Hypotheses of the Study

The following are the hypotheses of the study:

- I. An effective use of social media develop EFL learners' interactive skills.
2. The use of social media enhance EFL learners' motivation to learn English language effectively.

1.5 Significance of the Study

The study is important for learners, teachers and those who have interests in EFL learning. This study presents the role of social media in developing learners interactive skills and increases their motivation to English as a Foreign Language (EFL) in the classroom. Social media provides authentic sources of learning. The study also helps syllabus designers and teachers who use social media in downloading the best learning materials that suit the learning level of the learners.

1.6 Methodology of the Study

This study adapted the descriptive analytical method. The researchers use a questionnaire for data collection from university learners. Then the collected data will be statistically.

1.7 Limits of the Study

This study is limited to: Developing EFL learners' interactive skills social media at Sudanese universities (2025).

2.0 Literature Review



Social media applications are recently considered a daily use habit. Their effects are, therefore, enormous on people in many aspects and one of them is learning English for non-English speakers. The excessive daily use of social media platforms, and the exposure to the English language for the Arab students or any non-English speaker would definitely affect their perception of the language. It is known that the language that is used in social media platforms is not the formal language and there are many grammatical mistakes made by the users, as well as many short terms that are used instead of the original words as stated in (Aisyah 2022). This would make the non-English speakers use this informal language and depend on it due to its repeated use by the native speakers of the language.

Social media is useful in communication and sharing of knowledge because it reaches frequency usability, and facilitates the users as compared to other sources” (Pavlik & Shawn 2015). Consider social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary. Added to these benefits one can say that social media plays a great role in maximizing the opportunities for students to access authentic material and native speakers (Bax 2011). To support the idea of using social media in an educational context, one would agree with (Kaplan & Heinlein, 2010) that social media has been labeled as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content” (Kaplan & Heinlein, 2010).



WhatsApp is also a source of language learning and acquiring knowledge besides socializing with friends. Students feel more freedom in learning by interacting through WhatsApp instead of a restricted environment where face-to-face interactions take place like formal education systems. WhatsApp can be used as an important tool in disseminating knowledge and information among students. In addition, the non-native speakers of English can significantly improve their English skills by exchanging WhatsApp messages with their peers and instructors. Thus, they can learn the target language in a joyful manner and pleasant atmosphere. When technology and social media are used appropriately student engagement and overall learning are enhanced (Lvala & Gachago, 2012).

Writing is not an easy task; it is very difficult in the first language, so, in a foreign language, it is even more difficult. Therefore in learning a foreign language, the learners commit many errors. The common errors committed by the learners are errors in prepositions, articles, subject-verb agreement, infinitives, pronouns, gerunds, borrow words from the first language, spelling mistakes, and punctuations. Many of the sources cause these errors: first language interference, translation from the first language, the complex structure of the target language, general order of difficulty, and overgeneralization (Motlagh, 2020)

Different studies conducted across the globe have reflected positive as well as negative utilities of the software applications. The same application may be used to enhance or improve the accuracy and proficiency of a language with proper guidance and monitoring. It can be a good forum in this regard. However, through consistent informal, careless or non-serious communication, there may be multiple issues for the language accuracy and proficiency.



However, despite the benefits of social media, there are some disadvantages. According to (Winarto, 2019), some contexts use in social media may lack appropriate grammatical structures and also EFL learners lack face to face interaction. (McBride, 2009) illustrates that social media platforms may lead teachers to waste their time searching for appropriate teaching - learning materials, and effecting the level of their students with the learning tools that they want to employ.

3.0 Material and Method:

The study adopted the descriptive analytical method. The participants of this study were fifty (50) EFL Sudanese university learners who were chosen from different Sudanese universities, (2025). A questionnaire was distributed to them for data collection.. The collected data were statistically analyzed.

4. Data Analysis and Discussions

Statement (1) Using social media can develop EFL learners' interactive skills.

Table (1) developing learners interactive skills.

		Frequency	Percent
Valid	Disagree	1	2.0
	Neutral	4	8.0
	Agree	45	90.0
	Total	50	100.0

Fig. (1) developing EFL learners' interactive skills

The data in table (1) reflects that , (90%) of the respondents agree using social media can develop EFL learners’ interactive skills., (8%) are neutral and (3%) disagree. Accordingly, the statement, it is proved.

Statement (2) Using social media enables EFL learners to find motivating source of authentic language learning materials.

Table (2) EFL learners find motivating with source of authentic materials.

		Frequency	Percent
Valid	Disagree	2	4.0
	Neutral	7	14.0
	Agree	41	82.0
	Total	50	100.0

Fig. (2).Finding motivating source of authentic materials.

Table (2) reflects that, using social media enables EFL learners to find motivating source of authentic language learning materials. (82%) of the respondents agree with the statement, (14%) are neutral and (4%) disagree. According to the statistical analysis of statement, it is proved.

Statement (3) Social media enables language learners to find different language styles train them with different forms of language.

Table (3) Enabling language learners to find different language styles

		Frequency	Percent
Valid	Disagree	1	2.0
	Neutral	9	18.0
	Agree	40	80.0
	Total	50	100.0

Fig.(3) Enabling language learners to find different language styles

Table (3) shows that, social media enables language learners to find different language styles train them with different forms of language. Accordingly, most respondents (0%) agree and (18%) are neutral and (2%) disagree with the statement. So, the statement is accepted.

Statement (4) Using social media promotes EFL learners’ communicative skills.

Table (4) Promoting EFL learners’ communicative skills

		Frequency	Percent
Valid	Disagree	2	4.0
	Neutral	3	6.0
	Agree	45	90.0
	Total	50	100.0

(4)Fig. Promoting EFL learners’ communicative skills

Table (4) shows that, most respondents (90%) agree, (6%) are neutral and (4%) disagree that, using social media promotes EFL learners’ communicative skills. So, the statement is accepted

Statement (5) Using social media increases learners’ interaction.

Table (5) Increasing learners’ interaction.

		Frequency	Percent
Valid	Disagree	3	6.0
	Neutral	4	8.0
	Agree	43	86.0
	Total	50	100.0

Fig.(5) Increasing learners interaction

According to the statistical analysis in table (5), most of the sample(86%) agree with the statement, (8%) neutral and (6%) disagree that, using social media increases learners’ interaction. This statement is accepted.

Statement (6). Social media has a positive impact on learners’ vocabulary knowledge.

Table (6) The impact of social media impact on learners’ vocabulary.

		Frequency	Percent
Valid	Disagree	2	4.0
	Neutral	5	10.0
	Agree	43	86.0
	Total	50	100.0

Fig. (6)Developing learners vocabulary knowledge.

According to the statistical analysis in table (6), most of the sample (86%) agree, (10%) are neutral and (4%) disagree that, social media has a positive impact on learners’ vocabulary knowledge. This statement is accepted.

Statement (7) The utilizations of social media in EFL settings, increases learners’ motivation to learn English language.

Table (7) Increasing learners’ motivation .

		Frequency	Percent
Valid	Disagree	2	4.0

	Neutral	8	16.0
	Agree	40	80.0
	Total	50	100.0

Fig. (7) Increasing learners' motivation

Table (7) shows that most respondents (80%) agree that, the utilizations of social media in EFL settings, increases learners' motivation to learn English language. (16%) are neutral and (4%) disagree. Therefore, the statement is accepted.

Statement (8) Using social media develops EFL learners' productive skills.

Table (8) Developing EFL learners' productive skills.

		Frequency	Percent
Valid	Disagree	1	2.0
	Neutral	7	14.0
	Agree	42	84.0
	Total	50	100.0

Fig. (8) Developing EFL learners' productive skills.

Table (8) shows that, e-learning messages develops EFL learners productive skills. According to the statistical analysis of table (8), (84%) of respondents agree, (14%) of the sample are neutral and (2%) disagree with the statement. Thus, this statement is justified.

Statement (9) Using social media develops EFL learners' creative skills

Table (9) Developing EFL learners' creative thinking skills

		Frequency	Percent
Valid	Disagree	2	4.0
	Neutral	4	8.0



	Agree	44	88.0
	Total	50	100.0

Fig (9) Developing EFL learners' creative thinking skills

According to the statistical analysis in table (9), social media develops EFL learners' creative thinking skills. Again, most of the sample (88%) agree with the statement, (8%) neutral and (4%) disagree. This statement is accepted.

Statement (10) Using social media develops learners technical skills.

Table (10) Developing learners' technical skills.

		Frequency	Percent
Valid	Disagree	1	2.0
	Neutral	8	16.0
	Agree	41	82.0
	Total	50	100.0

Table (10) Developing learners technical skills.

According to the statistical analysis of table (10) most respondents (82%) agree, (16%) are neutral and (2%) disagree that using social media develops learners technical skills Therefore, this statement is justified.

Conclusion and Findings

Conclusion

The aims of this study are: to promote learners' interactive abilities and to enhance their motivation through effective use of social media in education. The study



adopted the descriptive analytical method. To fulfill the aims of the study, the researcher distributed a questionnaire to fifty (50) of EFL learners who were randomly selected from different Sudanese universities. Then, the collected data were statistically analyzed

Findings

The study came out with the following findings:

1. Using social media develops EFL learners' interactive skills
2. Using social media provides learners with motivating source of authentic materials
3. Social media promotes EFL learners' communicative skills.
4. Utilizing social media increases learners' interaction.
5. Social media has a positive impact on learners' vocabulary knowledge.
6. Using social media develops EFL learners' productive skills.
7. Using social media develops learners technical skills.

Recommendations

The study recommends:

1. Social media should be used by EFL learners to develop their interactive skills.
2. EFL learners should be motivated through authentic materials from the internet.
3. EFL learners should be enabled to develop their communicative skills through social media..



4. Learners should be enabled to gain vocabulary and technological knowledge through the use of social media.
5. Social media should be used properly in education to bring updated information to the EFL learners.

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