Role of Social Networking Platforms in EFL Learning Outcomes in Sudanese Universities

Dr. Amel Zulfukar Hassan Adlan

Assistant Professor, Faculty of Education, Nile Valley University – Sudan

Corresponding author : amelzulfukar@gmail.com

Abstract

This study explores how social media platforms—WhatsApp, YouTube, and Facebook—support English language learning among third-level EFL students at Nile Valley University during the 2024–2025 academic year. Using a mixed-methods case study (surveys, interviews, and classroom observations), researchers found that 87% of students used social media daily for language learning. Self-reported improvements were highest in vocabulary (82%), listening (76%), and speaking fluency (69%). Statistical analysis confirmed significant proficiency gains ($p < 0.05$). Social media also boosted motivation, peer interaction, and classroom engagement. The findings suggest that purposeful integration of digital platforms enhances EFL outcomes by offering authentic exposure, real-time practice, and learner autonomy. The study recommends structured inclusion of social media in curricula, supported by teacher training and institutional reforms to maximize its educational potential.

Keywords :Social Media, Language Acquisition, English Language Learning, Digital Tools, EFL Learners