

Social media tools in Moodle for teaching writing skill of non-English major students at Dong Nai Technology university

ABSTRACT

Social media tools are a new type of media with a variety of properties and characteristics. Today, the use of social media is increasing at an alarming rate. Students can digitally meet up with their peers and teachers in this realm. They are able to discuss important topics that are connected to their learning process. The goal of this study was to see how social media tools in Moodle affected English writing skills in narrative paragraphs and whether social media tools in Moodle may help enhance English writing skills in the narrative paragraph. The current study used a mixed-method strategy that included quantitative and qualitative methodologies such as interviews and questionnaires, as well as an experimental research method. To investigate the impact of using social media platforms on boosting students' writing; so, pre-and post-tests were used to assess students' performance before and after the experiment. The three instruments, the questionnaire, the interview, and the quasi-experiment (pre-post-test), revealed how Moodle's social media facilities affect students' English writing skills. To summarize, using social media features in Moodle helps students improve their writing skills and enhances their motivation when creating recount narratives. As a result of this research, it is recommended that social media be integrated into Dong Nai Technology University in order to dramatically increase the students' other skills. (214 words)

Keywords: Social media tools in Moodle, narrative paragraph, Dong Nai technology university.

I. INTRODCUTION

Nowadays, in the context of international integration, English plays an important role in our society; therefore, teaching English is much more appreciated. There are a variety of approaches being applied to upgrade the English level and ability of students. In order to master English, students must be good at four skills: Listening, reading, writing, and speaking. But writing skill is one of the most difficult amongst those skills. Writing is regarded as one of the most difficult abilities to master when learning a language. According to Nunan (2001), the most

difficult aspect of language is producing a clear, fluent, extended piece of writing, which most natural speakers never master. Writing becomes more laborious for students in universities where English is just their foreign or second language. Students' errors appear to be the most common and serious problem in their writing. According to Davies and Pearse (2002), mistakes are an unavoidable element of learning. Errors also reveal what pupils are attempting to do, what challenges they are encountering, and where they should concentrate their efforts in order to develop (Lavery, 2001). Since errors were considered a vital and ordinary process of language learning, students' errors and feedback to errors began to attract many language teachers and researchers' attentions (Diab, 2005; Wang, 2010). In 2020 and 2021, our beautiful world has suffered from Covid-19, which caused huge damages in every field. And this is the high time for technology development and website which support online learning and teaching; therefore, Moodle is one the most popular channel that has been applied widely to help students learn English skills in general and writing skills in detail. The word *Moodle* is abbreviated from *Modular Object-Oriented Dynamic Learning Environment*. However, among its many users, Brandle (2005) claimed that *Moodle* is a software that is designed to support trainers and educators to construct value online courses with an interactive learning environment. Phan Thi Thanh Thao (2018) carried out her research "Working with Moodle in translation module 1 for about 15 weeks, students' expertise and method of professional translation could be enhanced to some extent. Specifically, using Moodle helped the majority of students easily create useful glossaries of different domains such as education, health, economics, environment, which could support students in translation and interpretation tasks. Moreover, 62 students strongly agreed and agreed that using Moodle supported them in obtaining or sharing a large number of resources of well-translated documents through the forum to improve the knowledge and expertise of professional translation. As a result, learners explained that they could achieve more independence and self-directed learning and high learning motivation through using Moodle in translation class.

Concerning the learners' development of computer skills, 78 students confirmed that using Moodle improves their computer skills through practice translation tasks with Computer-assisted translation tools such as Wordfast, SDL Trados, and Omega T. Since it was fast and flexible to download and access documents from Moodle, a variety of documents in different formats (.pdf, .doc, .txt, .html, .ppt, .jpg, etc.) could be easily downloaded via Moodle."

In Moodle, we can apply social media for teaching and learning English. Social media is considered as social software which is built up by other websites or online communities; for instance, people created social networking in which they can discuss or share information with each other, eventually for professional contacts. Davis et al. (2012) gave the definition of social media technology as a tool that helps individuals or organizations to connect, keep in touch, share ideas or work online in the digital environment. In conclusion, social media is the online community that people can keep in touch and share information.

II. LITERATURE REVIEW

Social media tools in Moodle for teaching writing skill.

Sameer (2020) defined that social media as a tool of interactive communication based on a website; people can use language to form and exchange information, for instance, photos or opinions, by chatting and discourse on the internet. Social media has many different forms, such as Facebook, YouTube, Instagram, or Twitter, and so on. People all over the world nowadays are using social media, so it is an essential part of life. The internet provides immense chances for cooperation, communication, development in the content of users. In fact, this has meant a shift from static, HTML-based, informational websites to today's web pages, which are often dynamic and frequently feature social networking and collaborative elements. Furthermore, it has resulted in a shift from a paradigm of one-way media such as television, radio, newspapers, and books to a paradigm of two-way media such as Wikis, Forums, Podcasts, and YouTube, where the web page creator creates the content and the web page user reads the content (O' Reilly, 2006, p6).

Social media enables connectivity, interaction, and collaboration connections, collaboration, and the interface can be assisted by social media. A Facebook user can send and receive a request for making a friend for the others, and if we accept that request, that person will be added to the friend list on Facebook profiles of each other (Kolek & Saunders 2008). According to Nardi et al. (2000), Once we are Facebook users, we can interact with other members to create any group or page that we are interested in. The user will be sent the new post or group update by the notification function. There are many games and apps which are available on Facebook; those sources serve as entertainment. Facebook always updates new versions continuously to users. Facebook is more and more popular, and it has a huge impact on interaction and communication (Amedie 2015); nevertheless, educators and trainers are still developing the integration of Facebook with higher education (Callaghan & Fribbance 2016). Becoming tech-savvy and tech-dependent are the issues of students at university; thus, the

combination of Facebook and education is considered a disadvantage (Giannikas 2017). One key issue identified is the concept of making changes about the boundaries in higher education. Wang et al. (2011) claimed that Facebook is the devastating favorite SNS- a simple notification service that university students are keen on. Students are using Facebook frequently so this can bring some positive learning outcomes, and it can reinforce the goal of possession and engage the students., especially within the e-learning context. More specifically, Ruth (2010) made a study about the potential groups on Facebook and facilities for discussion, which are for focused academic use.

Although the fast development of educational technology creates a wide range of methods that teachers can assimilate technology into classroom instruction, the skills of communication have been developed in language learning, so it has distinctive features. So, there is an urgent requirement of social interaction between teacher and students and the students with others. Hence, the application of computers in the long period is considered as a tool that brings effectiveness to speaking and writing. However, there has been some progressive computer technology (e.g., quick connection of the Internet, immense storage capacities, bandwidth increase and the development of Web 2.0), efficient and robust computer, more web-based cross-platform applications making learning tasks synchronous and asynchronous, even in oral and written modes, it is practicable about education according to Brandle (2005, p16). The point of Moodle includes the constructivist and social constructivist approaches. It is highlighted that both learners and teachers can contribute to the experience of education in some ways. The features of Moodle reveal the social constructionist approach on a variety of sides, such as: aiding students to touch upon entries in a huge database. From Moodle documentation a collection, one web page titled 'Pedagogy' tells readers how Moodle helps social constructionists view:

1. People have two roles: potential teachers and learners in a real cooperation environment.
2. The act of making or expressing something for others to determine is what we learn particularly well from
3. By the act of observing the activity of our partners, we can absorb much.
4. According to constructivism, if we comprehend the contexts of others, we will be capable of teaching a more extremely transformational way
5. A learning environment must be adaptable, so it can help quickly.

In the context of Vietnam, there are some studies conducted as follow:

Firstly, the mixed-method was carried out by Nguyen Thanh Mai & Dat Bao (2020); they aimed to explore teacher's and students' perceptions of and attitudes towards the use of blogs for English writing skills at a Vietnamese university. The participant included 110 EFL students and all 12 teachers of writing skills at the Faculty of Foreign Languages of a public university in Hanoi (Vietnam). The study has shown some light on the probability of using blogs in the teaching and learning of EFL writing at the university level in Vietnam.

Vo Thi Xuan Anh and Nguyen Thi Huynh Loc (2020) did the research on Moodle. At Van Lang University, they planned to use blended learning in English classes. The author conducted their investigation using a quantitative approach. The study included roughly 100 students from two-level C classrooms that the chosen instructor was in charge of instructing. The goal of this study was to find out what students thought about blended learning and Moodle. The results revealed that the Moodle reading course piqued the students' interest. They liked learning English reading comprehension on Moodle because of the recorded videos (85%), the variety of assessments (90%), and the extra time to practice reading (86 %).

Another study was carried out by Le Van Thinh (2018) with the title "Social media in learning English in Vietnam." He applied the mixed-method in this study. There were 204 Grade 10 high school students in this study, 54 males and 150 girls from the same province in Vietnam. They were 16 years old on average and had just completed Grade 10. The majority of the students in the study came from the three schools mentioned above: 60 from School A, 100 from School B, and 41 from School C. As previously stated, the three other pupils were from a gifted school. The results showed that students could write better after the course.

Moreover, there are many foreign researchers who carried out their studies, and they got some benefits as below:

Sameer (2020) applied a mixed method in his study; the three instruments, the questionnaire, the interview, and the quasi-experiment (pre-post-test), all indicate how social networking sites like Facebook, Twitter, WhatsApp, and others influence students' English learning capabilities. The majority of participants revealed that social media had aided them in their studies. English is being learned. Furthermore, the responses to the interviews revealed that those pupils who used social media more frequently could make pupils feel less anxious in a class of colleges and universities. As a result, they can boost their self-esteem and become more driven.

Tharinee (2014) also conducted his study about Social Media Use: A Critical Analysis of Facebook's Impact on Collegiate EFL Students' English Writing in Thailand. The study used qualitative research methods to investigate EFL college students' writing activity on the Facebook platform and to gain a better understanding of the viewpoints of students who use Facebook. Observation and interviews were used to acquire data. The purpose of this study was to learn more about students' academic writing habits on Facebook and to see if their Facebook writing habits influenced their academic writing capabilities in the classroom. This research is noteworthy because it looked at social networking as an academic resource (i.e., an online tutorial site) for facilitating meaningful interactions (English writing) among students in an authentic discourse community (on Facebook). Facebook was excellent for students to share their information. If it's developed and used correctly, it can help students learn more languages. According to the students' viewpoints, Facebook was a helpful and useful medium for learning the language for specific objectives, such as assisting with writing and delivering current information.

Conceptual framework

This study aimed to examine if social media tools in Moodle help to improve the writing skill of students in English narrative paragraphs and examine students' perception towards social media tools in Moodle. In this research, social media tools are applied to teach non-English major students in order to help them write better for the coming English outcome.

Many authors defined social media in various ways, but in this research, the study follows the definition of Sameer. He defined that social media as a tool of interactive communication based on a website; people can use language to form and exchange information, for instance, photos or opinions, by chatting and discourse on the internet. Social media has many different forms, such as Facebook, YouTube, Instagram, or Twitter, and so on. In this research, Facebook and YouTube are the two main media that are conducted. Moodle is based on the theory of Costa et al. (2012); there are many combinations in Moodle; teachers can use some quizzes or integrate some video or YouTube in teaching some skills for students, especially writing skill the aim of which this research is determining.

Students' progress in writing English narrative paragraphs is measured using five criteria: content, organization of ideas, vocabulary, language use, and mechanics, which were taken from Jacob et al. (1981)'s analytic writing scoring rubrics, which were cited in Weigle (2002) because

they are commonly used to evaluate learners' writing, and these five aspects of writing are basic conditions that learners must meet.

The conceptual framework of this study is presented below:

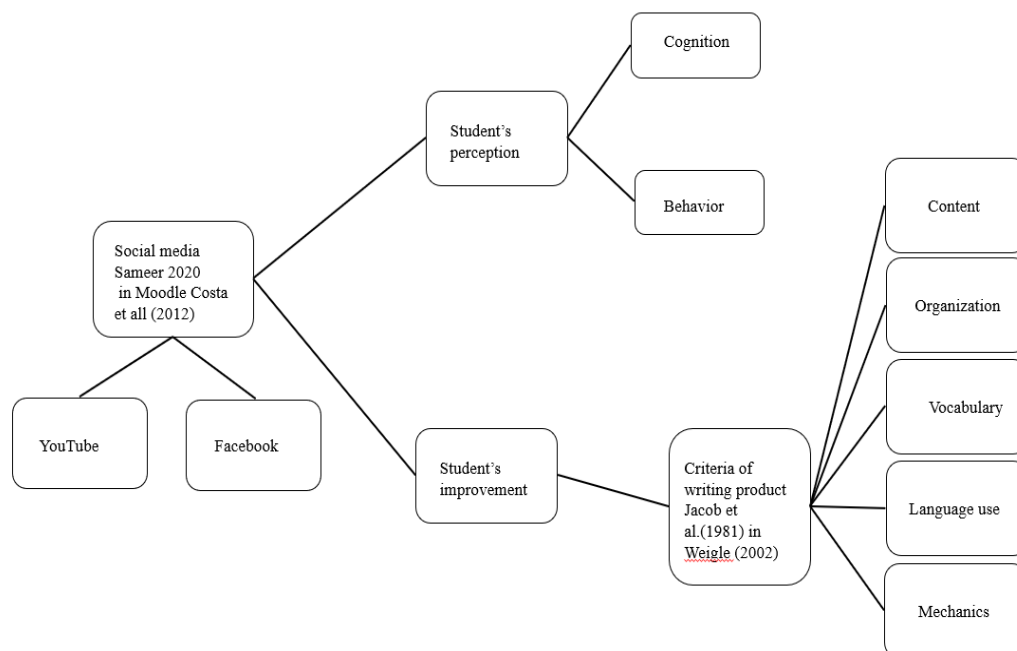


Figure 1. *Conceptual framework*

Research question

This study aims to address the following research questions:

1. How do social media tools improve student's writing skill?
2. What are student's perceptions towards social media tools in Moodle for writing?

III. METHODOLOGY

Participants, context and measures

This study was totally conducted in Dong Nai Technology University, Trang Dai Ward, Bien Hoa city. DNTU was built in 2005 with more than 7000 students from many different majorities. Students are required to achieve B1 for the standard outcomes. However, writing seems to be the weakest skill of these students, and their popular mistakes appear in their writing. Therefore, an effort of researching and applying effective teaching methods is vital. In fact, each class consists of 35 students. Thus, this study would be conducted on second-year students, focus on the narrative genre in writing subjects and occur in the third semester of 2020-2021 Academic year.

The participants included 70 second -year Non- English major students who were attending researchers' classes. They took part in the learning process, taking the tests and and completing the questionnaire, and attending the interview. They were selected by using a convenient

sampling method. As Creswell (2012) asserts, participants in this type of nonprobability sampling are chosen based on availability and convenience.

In this study, the experimental research approach was applied. Pre-test and post-test were used in the data collection process. In addition, a descriptive method involving interviews and questionnaires aided and supported the collection of sufficient data for the study. As a result, the combination of qualitative and quantitative methods allowed for the production of credible results. A design ensured that the researcher had enough data to draw a significant conclusion after doing a mixed method.

Data collection procedure

For this research, the researcher applied both qualitative and quantitative data collection. The qualitative data was in the form of the interview. The quantitative data was in the form of scores that were collected from the pre-test and the post-test.

A pre-test was used at the beginning of the research to reveal students' basic knowledge in writing narrative paragraphs and find out what writing aspects they are usually weak at. The content of this pre-test consisted of one topic selected from one of those that students are familiar with or have learned before. They were asked to write a narrative paragraph (about 100 words) in 15 minutes.

A post-test was used to measure the participants' knowledge of their writing ability during the course and the improvement of their writing skill after applying social media tools in Moodle. The content of each posttest included one topic selected from one of those which were related to the writing sessions of the textbook "Spek-out book pre-intermediate ."

These tests would be scored based on a scoring rubric adapted from Jacob et al. (1981) cited in Weigle (2002). The tests were also scored by the researcher, who has been teaching English for over two years for both English major students and non-English major students.

The comparison among the results of pre-test and post-test revealed the changes in students' knowledge about writing a narrative paragraph the course and helped the researcher evaluate the effectiveness of the social media tools in Moodle for improving students writing skill.

In this study, the researcher adopted questionnaires from Burnett & Cavaye's (1980) study, which is well-known and popularly used. The questionnaire was designed as a five-point Likert Scale format which ranges from "strongly disagree" to "strongly agree." It has two parts. Part A is

personal information, including participants' gender, age, and years of learning English. Part B consists of 3 clusters. The first one is to find out students' attitudes towards learning English writing. The second one is to investigate their opinions in improving their writing skill. And the last one is their perception towards using social media tools in Moodle for English learners.

According to Griffee (2012), "a questionnaire is an appropriate instrument for collecting data on what your students think or believe about certain issues" (p.137). Questionnaire items can be open or closed-ended (Nunan, 1992). However, items in questionnaires are close-ended form in this study because it is easy to analyze statistically. The questionnaire is based on the respondents' willingness to answer and their truthfulness which is not always consistent and accurate to their own circumstances. Therefore, class observation was used as a strategy to promote the accuracy of data. Also, it helps provide additional and essential information for the study.

The interview aimed to investigate the feeling of students about their learning process in a new environment. Moreover, this technique examined the frequency in students' writing practices and their sense of applying social media tools in Moodle. In the interview, there were 05 questions related to students' experiences in the online course with Moodle, as well as the learning process of students with social media tools in Moodle.

IV. RESULTS AND DISCUSSION

Research question 1: *How do social media tools improve student's writing skills?*

Results from students' writing tests.

Table 1. Paired sample experimental group- T-test

Exam	Mean	Deviation Standard	Degree of freedom	t	Sig (2- tailed)
Writing pre-test	6.37	1.031			
Writing post-test	8.31	.583	34	-13.713	0.000

Table 1 shows the experimental group's grades on the pre- and post-tests, as well as the average difference (grade mean), standard deviation, test statistic, p-value, and degree of freedom. Table 1 shows that pre-test and post-test scores were positively associated at $p < 0.05$.

For the students in the experimental group, the mean of the writing pretest was 6.37, and the mean of the writing post-test was 8.31.

Table 2. Paired sample control group- T-test.

Exam	Mean	Deviation	Degree of freedom	t	Sig (2-tailed)
Writing pre-test	6.14	.879	34	-4.806	0.000
Writing post-test	6.69	.687			

Table 2 shows that where the mean of the pre-test writing was a score of, there was no statistical significance (6.19). For writing, the scores were positively but marginally associated ($p < 0.001$, $\alpha = 0.05$). For the control group, the mean of the writing pre-test was 6.19, while the mean of the writing post-test was 6.69.

These figures revealed that the results of the control group pupils had made minimal development in comparison to the experimental group's progress.

Table 3. Paired sample T-test (the mean of the post-test due to the control group and the experimental group).

Exam	Control group		Experimental group		t	Sig (2-tailed)
	Mean	Deviation	Mean	Deviation		
Post-test writing	6.69	.687	8.31	.583	-4.806	.000

The Experimental Group and the Control Group students' grades on the Post-Test are shown in Table 3. Table 13 shows that the experimental group's students' post-test results were positively connected with their writing at $p = 0.000$. The mean of the writing post-test for students in the control group was (6.69), whereas the mean of the writing post-test for students in the experimental group was (8.31). These figures revealed that students in the experimental group

were more affected by social media platforms in terms of enhancing writing skills than students in the control group.

Furthermore, the researcher also showed the improvement of students' writing through 5 aspects, including content, organization, vocabulary, language use, and mechanics.

The improvement in the content of students' writing.

Table 4. The means score in the content

Table 4 shows that student's writing content changed in the positive pathway. As being shown, the mean score of the pretest is 1.40, and the mean score of the post-test is much higher with 1.94.

Aspect	Pre-test	Post-test
Content	1.40	1.94

The improvement in the organization of students' writing.

The mean score of students writing in organization before and after applying social media tools in Moodle .

Table 5. The mean score in the organization.

Aspect	Pre-test	Post-test
Organization	1.60	1.89

From table 5, the researcher wants to show that there is an improvement in the organization aspect in students' writing. At the first stage of the pre-test, the mean score is 1.60; but at the end of the course with post-test, the mean score is 1.89. It is obvious that slight improvement happens for this application.

The improvement of the vocabulary of students' writing.

The mean score of students writing in vocabulary before and after applying social media tools in Moodle .

Table 6. The mean score in the vocabulary.

Aspect	Pre-test	Post-test
Vocabulary	1.57	1.86

From table 6, the researcher wants to show the improvement in the vocabulary aspect of students' writing. The mean score of the pre-test is 1.60, but the mean score of the post-test is 1.89. It is obvious that slight improvement happens for this application.

The improvement of the language use of students' writing.

Table 7. The mean score in language use.

Aspect	Pre-test	Post-test
Language use	1.46	1.83

For the language use in students' writing, it shows obviously in table 7 that there are positive changes when the researcher applied social media tools in Moodle. At the beginning of the course, the mean score of the pre-test is 1.46. At the end of the course, the mean score is 1.83. Thus, students improved a lot in the vocabulary aspect.

The improvement of the mechanics of students' writing.

Table 8. The mean score in the mechanics.

Aspect	Pre-test	Post-test
Mechanics	1.43	1.80

From table 8, the researcher wants to show the improvement in the mechanics' aspect of students' writing. The mean score of the pre-test is 1.43, but the mean score of the post-test is 1.80. It is obvious that the mechanics' improvement happens for this application.

Student's improvement writing skill of narrative paragraph in 5 aspects:

This section is the summary of students' improvement in five aspects, including content, organization, vocabulary, language use, and mechanics:

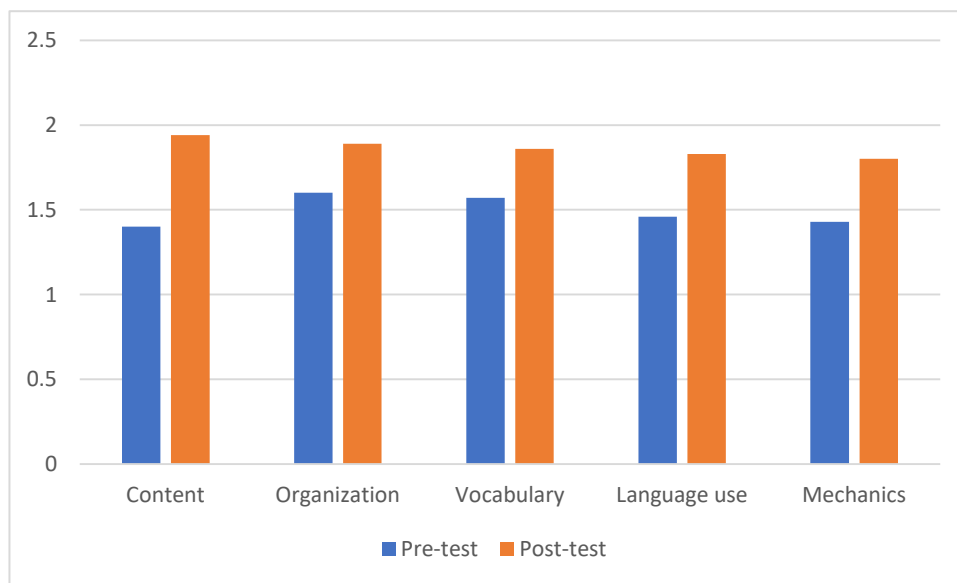


Figure 2. *The mean score of student's five aspect writing (experimental group)*

Figure 2 shows that the improvement of students' writing skills in 5 aspects of content, organization, vocabulary, language use, and mechanics is growing up after applying social media tools in Moodle to teach in this course.

To prove the efficiency of social media tools in Moodle for teaching writing skills, the researcher makes the comparison with the score of the control group as the figure below:

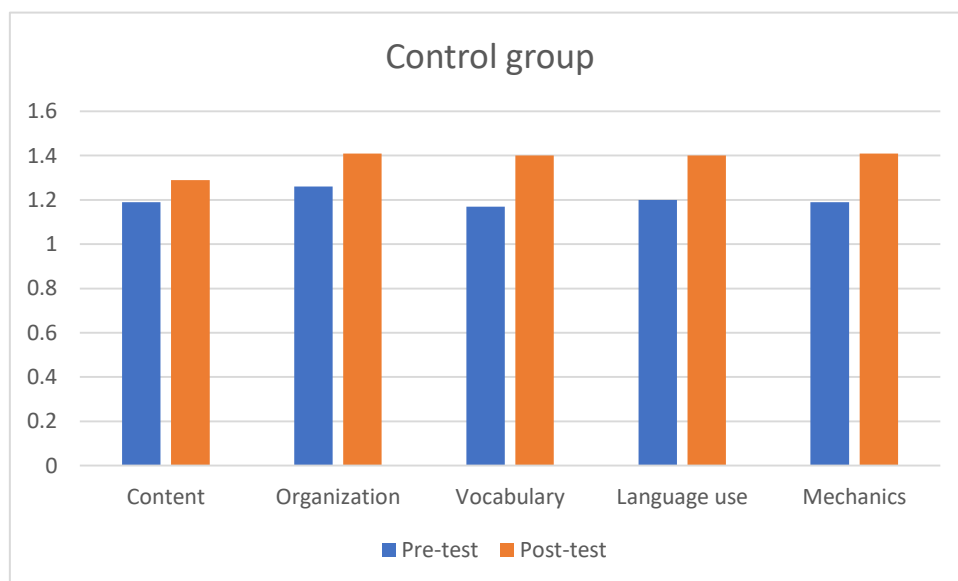


Figure 3. The mean score of student's five aspect writing (control group)

Figure 3 shows that at the beginning of the course, the means score of the pre-test is just from 1.19 to 1.26. At the end of the course, the means score of the post-test was from 1.29 to 1.41, so it is just a slight improvement in the writing skill of the control group, but the mean score for each aspect is just under 1.41. While the means score of the experimental group after the post-test is over 1.8.

Research question 2: What are students' perceptions towards social media tools in MOODLE for writing?

Result from the questionnaire:

To answer this question, the author used the result of the questionnaire showed as below:

Table 9. Combining YouTube and Facebook into Moodle for learning writing skills is good?

	Frequency	Percent	Valid percent
Strongly agree	5	14.3	14.3
Agree	19	54.3	54.3
Neutral	11	31.4	31.4
Disagree	0	0	0
Strongly disagree	0	0	0

Total	35	100	100
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Table 9 shows that there are 14.3% strongly agree with students and 54.3% agree with students. It means that students can realize the importance of using Facebook and YouTube in Moodle for learning writing. Furthermore, in the progress of learning, they also know well how to carry out these social media tools in Moodle.

Table 10. Learning writing skills through YouTube is totally interesting?

	Frequency	Percent	Valid percent
Strongly agree	5	14.3	14.3
Agree	20	57.1	57.1
Neutral	9	25.7	25.7
Disagree	1	2.9	2.9
Strongly disagree	0	0	0
Total	35	100	100

According to table 10 above, students support that learning writing skills through YouTube is funny. Because students can access some funny videos while they are studying, it is both for learning and relaxing.

Table 11. Learning writing skills with Facebook is efficient?

	Frequency	Percent	Valid percent
Strongly agree	3	8.6	8.6
Agree	11	31.4	31.4
Neutral	21	60	60
Disagree	0	0	0
Strongly disagree	0	0	0
Total	35	100	100

Table 11 shows that there are 8.6% strongly agree students, 31.4% agree students, and 60% neutral students. It means that Facebook has not shown effectiveness in learning writing yet. But

somehow there are about 40% students; they admit that Facebook also plays an effective site for their learning English, especially writing skill.

V. CONCLUSION

The aim of this study is to find out the effectiveness of social media tools in Moodle in teaching writing skills, specifically in narrative paragraphs. In this chapter, the researcher wants to summarize the main findings of this thesis. Then, the researcher discusses the implications and limitations. Finally, the researcher mentions the recommendations for future research.

The researcher summarizes the findings for two research questions:

1. Social media tools in Moodle improve students' writing skill

After the pretest and posttest of the experimental group, it is obvious that the score of students improved a lot. Students knew how to write a narrative paragraph logically with the right tenses and conjunctions in the paragraph. Moreover, students could realize the mistakes of their other friends.

2. Students' perceptions towards social media tools in Moodle.

For this part, the researcher wanted to know the feeling of students when they learned with social media tools in Moodle. Most of the students really enjoyed this course when this course was applied Facebook and YouTube to teach their writing. They not only had more chances to interact with their friend but also learned enjoyably with social media.

VI. LIMITATIONS

The study's first limitation is the small sample size, which only includes 35 second-year non-English majors. The findings are only reliable in the context of the study; they are not generalizable or compelling in a larger population. Second, this study only looks at one style of writing, which is narrative writing. More time to investigate students' writing improvement in various genres would be preferable.

VII. RECOMMENDATIONS FOR FUTHER RESEARCHES

Despite the study's limitations, the findings are nevertheless valuable because the social media tools in Moodle at DNTU have been proven to be useful. However, more research should be done on a larger group of students in different colleges in Vietnam or other countries to see if it works in other situations. Furthermore, different sorts of writing should be explored in order to assess the increase in students' writing skills as a result of the use of social media technologies in Moodle. Finally, diverse English skills can be used to

demonstrate the effectiveness of Moodle's social networking platforms. If it works, the addition of social media capabilities to Moodle will broaden the range of teaching methodologies.

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