

Review of: "On the use of blogging in the classroom of English for Specific Purposes in times of COVID-19 to promote written skills: a collaborative approach"

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Potential competing interests: No potential competing interests to declare.

This article presents an interesting discussion of a collaborative blogging task in an English class during the COVID-19 pandemic. I appreciate the author's effort in trying an innovative approach to teaching students in an online learning environment to help them improve their writing skills. There are, however, some major problems with this study.

First, the literature review is not comprehensive enough. The author points out some advantages of using blogs in L2 classrooms, but simply listing those advantages is not enough. The author should explain how previous studies led to the gaps/research questions she wishes to explore and why she believes it is important to address these gaps, especially in the context of a post-pandemic environment.

Second, the data collection methods/instruments should be explained in detail so that the audience can make informed decisions about their own pedagogical practices. In the article, it is unclear what the writing tasks (e.g., genre and instructions) were, what kind of revisions and suggestions were made by the teacher-researcher, what kind of comments were provided by peers, what the subsequent grammar and vocabulary test was, and how the writing assignment of *describing a promotional video of Ireland* was evaluated.

Third, the results are quite descriptive since the author provided only the total number (or median) of some values, such as the number of messages sent to the blog and the grades for the post-task. Without an inferential statistic to determine whether there is a significant difference between the control group and the experimental group, some of the author's arguments cannot be supported. As a result, the author cannot make the following arguments: 1) *"the results presented below show that the blog may have contributed to higher student achievement in their writing skills."* (p. 4), and 2) *"we can say that a connection may exist between the students' participation in the blogging activity and their final results in the exams."* (p.4). Additionally, as with the questionnaire, students' exact words must be quoted as evidence to demonstrate their attitudes or views regarding the blogging task.

Fourth, the conclusion is made in an abrupt manner without discussing how the research questions are addressed based on the results.

I hope these suggestions and comments will help the author improve her article. Best wishes.

