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"

Estefanía Sánchez-Auñón[1]

1 Universidad de Murcia

This study is pertinent to the field of EFL formal instruction as it explores the implementation of a beneficial tool (blogging) to enhance the English language written skills, using various research instruments and providing interesting findings. Nevertheless, I highlight below several aspects as regards the structure and the content of the paper which, from my humble opinion, should be considered.

In the first place, further information is required in the **abstract**. The author should detail the results obtained more thoroughly – in what ways did the students participating in the project outperform the control group? What specific aspects did they improve thanks to the blogging tasks?

I find the **introduction** quite short and narrow. I think the author should address the importance of ICTs and the need to implement the blogging project in more general terms instead of focusing on the context of the study. Thus, I recommend giving a more general research-grounded background for the study and moving the educational context to the method section. In fact, part of this information is repeated below, in *3.2. Participants*.

Concerning the **second section of the paper**, the **originality** of the study is not sufficiently justified as the author just affirms that "the novelty of the present study lies in the context in which blogging was applied, which is the lockdown period due to the global pandemic of 2020." This is an ambiguous assertion. Instead, I believe that the author should identify research gaps in the field and explain the contributions she is making by conducting such research. I think that this state-of-the-art is rather brief and that **more recent sources** have to be reviewed in order to identify those gaps and to emphasize the importance of the topic under study.

In line with the previous comment, I strongly advise the researcher to **update the reference list**. The most recent source used was published in 2020, however, I guess further research has been carried out on this topic from that time onwards. Indeed, more references are needed to support the author's statements. For instance, in the introduction, she claims that the use of ICT has increased, and that covid-19 has fostered the implementation of those resources in class, but some references are need to support such ideas.

I feel that the **aims of the study** are not clear until readers get to the research questions, which may make the text confusing. I recommend the author to state the objectives and to include the research questions at the end of the state-of-

the-art section, after identifying the research gaps and justifying the relevance of the study.

The author uses some figures to describe the data gathered. Nonetheless, she does not explain if any qualitative or quantitative **methodology** has been followed. This makes the results seem unreliable. I recommend the author to add a sub-section in 3. Method in order to explain the analysis performed. Moreover, a deeper description of the findings should be provided because the results section is rather superficial. Indeed, it is hard to understand how the blogging project impacted the students' written performance.

Besides these comments, I believe that the weakest aspect of this paper is the **theoretical framework**. As explained above, the introduction is short and narrow. Since this paper revolves around blogging and written skills, these two concepts need to be carefully explained at the beginning, providing definitions and quoting relevant experts in the field.

I hope the author finds this feedback useful and contributes to the improvement of her research.

Kind regards.