

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 paper explores the use of blogging tasks in an ESP course on tourism during the 2020 lockdown in Spain and how these can positively affect the development of (online) writing skills. It is a good paper indeed. However, if the word limits allow for some additional explanations, I would personally like to learn more about the following points in a lengthier version of the paper:

- As to RQ 1, namely "Does blogging promote writing skills for *online* students of ESP?", what writing skills are you referring to, in particular? Are you considering aspects of grammar, of style and register (e.g. the use of specialised terminology since your paper deals with ESP students), of online interaction management among students, or are you considering whether students managed to create good multimodal texts (for you mention that texts were accompanied by images or videos in the blog entries to support their ideas)?
- And, consequently, which ones of the aspects mentioned above were taken into consideration when you provided students with suggestions for improvement?