

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"

Ofra Rosenstein

Potential competing interests: No potential competing interests to declare.

This study is very important as it reports on the use of blogging in an online ESP course, a crucial issue in times of increasing use of digital technology and long-distance instruction in foreign language courses. The student- teacher and student-student collaboration that is involved in the teaching method described in this article is especially important as it may compensate, at least to some extent, for the lack of face- to- face interaction in online courses.

Before I make further comments about the article, I would like to state that I agree with the author that this study should be considered a pilot project to be followed by a larger scale study.

The research questions, namely, whether the use of blogging may promote writing skills and motivation among students are excellent, as the answers to these questions may contribute a lot to teachers of foreign languages. The author states that the results of the study yield positive answers to both questions. However, to convince the reader that this is the case, more information is needed. I will briefly discuss each research question separately.

Research question 1 was meant to measure writing skills, but it is not clear what skills were measured. There are not enough details about the error analysis and the analysis of the students' comments. Did the analysis consider writing skills above grammar or vocabulary mistakes? Were there measures of writing skills in the exam? How did the author know exactly what aspect of language improved following the experiment? If there were such measures, they are not reported.

As for research question 2, greater students' participation in 2020 than in 2019 may manifest greater interest in the course, as the author claims. However, the low participation in the optional questionnaire makes it an invalid tool for the appreciation of the EG group's attitude towards the blogging technique. Twenty- two out of 35 students (almost two thirds) did not complete this questionnaire. Given that these are highly motivated students, it may be interesting to try to find an explanation for their reluctance to fill in the questionnaire. It could be that only the students who were pleased with the blogging activity decided to do it.

In addition to the more general comments above, I would like to add that I find Table 1 unclear. It is also unclear how the participation in 2020 is almost 4 times higher than in 2019, as the author claims.

I believe that reporting on the missing information mentioned above will increase the contribution of this article to the field of foreign language teaching.

