

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.

1. This paper aims to “to see if this extra activity (blogging) had a positive impact on their achievement”, as “the use (benefits) of blogging in the language classroom has been widely studied”, but “until now the usefulness of this resource in exclusively online courses has not been studied in depth” The novelty of the present study lies in the context in global pandemic”. My question is, as the full lockdown period has been ended, what is the long term and lasting meaning of this study?
2. As the author has realized, “a potential confounding variable or factor (for classifying the experimental group and control group) is the attitude towards the course and willingness to work extra”. But the other factor which is ignored is their different attitudes to spoken / written tasks or personal preferring learning style. Thus, the author should provide more evidence in sampling and assigning EG and CG group.
3. The postquestionnaire should be attach as an appendix in this paper
4. In table 2 (**Results of the final exams**), the EG group has a lower point than the CG group, how this can prove that “the rate of success among the students who took part in this project was significantly higher than those who did not”?