

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.

The overall project is really interesting as the blended learning can be successfully applied in teaching after the lockdown. The positive outcome of the blogging as the tool for improving writing skills has shown how the use of computers and internet can be well incorporated into the teaching process.

However, the abstract has to be more precise regarding the results of the research undertaken, as it claims that: "Results show that the rate of success ..." – it is important to highlight precisely whether it was a success in enhancing writing skills only or success in reaching the prescribed B 2 level of the language knowledge as it was set as the initial goal of the project.

References within the theoretical background have to be up-to-date (recent dates from 2019-2022) as the topic addressed is currently well accounted for.

The method applied lies on students' choice whether they want to participate in blogging or they do not want to take part in it which is good as the motivational determinant, however, this freedom of choice might imply students' previous predilection for writing and willingness to improve his/her writing skills. Therefore, in the future studies it would be good to test writing skills of all students at the beginning of the research, then to include them in the blogging activity and afterwards to re-check their skills and determine how much they have advanced.

I like the part in which students' assess each other and thus improve their own self-awareness and self-confidence. Accordingly, they improve their writing skills while commenting on their peers' essays. In addition, the questionnaire in which they have evaluated their satisfaction with blogging activity is a good addition to the research, though not many of them filled it in. It might be good to give them a questionnaire at the beginning of the research inquiring about their expectations regarding this activity and to repeat the questionnaire at the end of the study thus finding out whether their expectations have been met or even exceeded.