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.

Overall, this paper provides an interesting and practical idea for language teachers who may be interested in using blogs in their teaching. In terms of research design and how the paper is written, I have some suggestions, comments, and questions below (as marked by the → sign).

1. Introduction

This course, aimed at students who already possess a B1 level (according to the CEFRL, 2001, 2018), intends to help them reach a B2 level.

→ For those who are unfamiliar with the CEFRL, can you provide a short description of what students can do at B1 level and B2 level?

2. State of the art…

In this sense, for Quintero (2008) blogs give students the chance to express their inner voices with their own style.

→ In this sense, for Quintero (2008) states that blogs give students the chance to express their inner voices with their own style.

Hewett (2000) and Pelletieri (2000) focus on its benefits for grammar skills. This is supported by Castañeda's (2011) findings.

→ How do they benefit grammar skills? What kind of findings?

3. Methods

1. Does blogging promote writing skills for *online* students of ESP? and
2. Does blogging motivate *online* students of ESP?

→ Given that these are your research questions, it would be good to provide a little more about writing skills and motivation in your literature review

3.1. Type of study

The independent variable under study was the blogging activity, and the dependent variable was the final results.

→ What's the final results? Final grades? Test scores?

3.2. Participants

The sample for this study consists of 70 students of the course *English II for Tourism* of the Degree in Tourism of UNED university.

→ What was their linguistic background? Did they all have the same L1? Age? Gender?

→ Spell out the acronym (UNED) when it's first mentioned

This course enables them to reach a B2 level, according to the CEFRL (2018: 60)

→ As mentioned above, what does it mean to reach a B2 level, according to the CEFRL?

The students were divided into two similar groups: the control group (CG), composed of 35 students who did not participate in the blogging project but who had an active participation in the other course tasks, and, especially, who also participated in another optional task: an oral task, which was graded but did not count for the final mark

→ What exactly is the oral tasks?

3.3. Data-collection instruments and procedures

An error analysis approach was promoted by the teacher researcher by sending the revised texts with a track of the revisions made and some suggestions for improvement. In this way, students could see their errors and shortcomings and comment on them, as well as solve any doubts they may have.

→ I'm assuming that the revised texts sent privately. If so, it would be good to say it.

This second version was uploaded to the blog by the teacher-researchers.

→ Why?

In this process, then, other students behaved as reviewers (before the post was published) and as commenters (once the post was published).

→ How did the other students see the posts before they were published?

As for (3), the final exam consisted of a multiple-choice test with 32 grammar and vocabulary questions, as well as a reading comprehension test.

→ How were these items selected? Were they covered in class (achievement test)? Or was it more like a proficiency test?

They had to select accurate expressions to highlight what most interesting aspects of this clip would be for a blind tourist.

→ Interesting idea!

This written task was based loosely on audio description techniques, given that the teacher researcher has wide experience in applying this mode of accessible audio-visual translation technique to the foreign language classroom.

→ Who is the teacher researcher? A graduate student? The writer of this paper? What's their background (first language? Gender? Age? Educational background, etc.)?

Section A wanted to see how the participants assessed their own progress as regards written skills, Section B wanted to see how they evaluated their collaborative experience, Section C wanted to obtain information about the blog as a tool in the task-based classroom, and, finally, Section D was left open for non-directed comments, in order to obtain honest opinions on the overall experience.

→ "Wanted to see" sounds odd. Section A was designed to see?

4. Results

Participation in the forums raised in general, as shown in table 1 below, where a general account of the number of messages can be seen in comparison with the previous academic year, 2018-2019

→ I'm having a hard time understanding the table… How do these numbers relate to the 135 messages? The numbers for Units 1-5 and Units 6-11 are actually lower in 2020 than 2019. How were they raised? I don't understand the number of students being only 1 and 2019 and 5 in 2020. I thought more students participated in this study. What do you mean by "general"?

As for point (2), in order to promote their motivation to work on this task in a natural way they were informed several times of the visits their posts had had. In this sense, the most visited post, and which received more comments, was *New York and Dating: a real-life story and how to take advantage of the opportunities while you are traveling*, with 357 visits by the end of the project.

→ Okay. What were the other topics? Is the post about New York and Dating written by one student? Or was it the topic assigned to everyone?

Another part of the task was to revise each others' posts in the forum, and to comment on them in the blog itself, in order to work on interaction skills and natural language use. In this case, students preferred to comment on the posts in the blog itself, and they used the forum to peer-review each other.

→ I think it's good for students to practice editing, but assuming they were not all accurate with error corrections, how did the researcher teacher make sure that

With regards to point (3), the final exam, it is used here as a measurable post-task which can give an indication of the

students' actual improvement thanks to the blogging activities

→ "thanks to the blogging activities" sounds a bit odd to me. How about "as one of the potential benefits of participating in the blogging activities."

Table 2.

	June (media)	September (media)	
CG	6,83	5,85	3
EG	7,56	4	0

→ I'm not sure if I understand the Table. Is it better to have a lower number? Can you make any references to previous findings? How did they measure the benefits of doing the blogging activities?

5. Conclusions

The same can be said of responses to question 9…)

→ What was asked in question 9 (and in other questions)? Perhaps you can provide the questionnaire in the appendix.