

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 topic is interesting and meaningful, and the structure of the manuscript is good. But there are several points that the author may well address to improve the manuscript. First, in reviewing blogging in the language classroom, the author needs to specify what are the advantages of using blogging in the language classroom, especially the use of blogging in writing class. More literature on blogging used in writing class should be reviewed, such as

Vurdien, R. (2013). Enhancing writing skills through blogging in an advanced English as a Foreign Language class in Spain. *Computer assisted Language learning*, 26(2), 126-143.

Johnson, A. (2004). Creating a writing course utilizing class and student blogs. *The internet TESL journal*, 10(8), 10-10

Second, in the results part, the author should well describe how blogging is helping the experimental class, in what aspects of writing skill blogging works effectively in improving learners' writing skills as well as motivation.

Third, the author claimed that a collaborative approach has been used. However, no description of key principles of this approach is described, and how blogging works in a collaborative way to improve learners' writing skills is not mentioned. The author should add more details about the collaborative approach and its implementation and effects found in the experimental group.