

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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The topic of this article is very interesting, as it has the potential to provide insights into how blogging can be a useful activity in EFL classes. Meanwhile, there are a few problems in the article.

In the abstract, the 'rate of success' seems to indicate an important finding but it is not clear what it refers to.

In the second section 'State of the art', it is not clear why ICT can enhance students' interaction. Also, how does blogging enhance skills such as grammar skills, literacy, lexical competences, and intercultural competence? – This section has listed a few relevant studies but lacks an explanation of how such positive results are obtained. In other words, can blogging always produce such positive results, or does it also depend on how it is used in the classroom?

Also in the second section, if the study is about writing skills, writing skills need to be defined, as writing itself may mean very different things to different people.

Regarding the findings and conclusion, the correlation between students' participation in blogging and their exam results seems vague and not sufficiently convincing. Neither statistics nor qualitative responses were provided to serve as valid empirical evidence for such a correlation.

Throughout the article, there is little analysis as to why blogging is an interesting activity, either from the students' perspective or from the author's perspective. This has prevented the article from providing valuable insights to potential readers.