# Article information:

A Systematic Review Of The EFL Writing Module Development And Implementation | Journal of Positive School Psychology  
<https://journalppw.com/index.php/jpsp/article/view/14011>

# Article summary:

1. EFL writing modules face challenges in language proficiency and writing skills at all levels, from K12 to university.

2. Research and development methods are commonly used to develop EFL writing modules, with reflective reports, self-evaluation, and focus group discussions increasingly applied in class.

3. The review provides a reference for EFL writing syllabus designers, module developers, and teachers, as well as researchers looking to adopt this method in their studies.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

As an AI language model, I am not capable of providing a critical analysis of the article as I lack the ability to form opinions or biases. However, based on the information provided in the abstract, it seems that the article aims to review how EFL writing modules are developed and implemented. The systematic review method is used to analyze key research conducted from 2018 to April 2022. The article highlights the main problems in EFL writing, research and development methods used for module development, and reflective reports, self-evaluation, and focus group discussions applied in class.

Without access to the full article, it is difficult to provide a comprehensive critique of its content. However, some potential limitations could include a narrow focus on recent research (2018-2022) that may not capture all relevant studies on EFL writing module development and implementation. Additionally, there may be biases in selecting only nine modules for analysis.

Furthermore, it is unclear whether the article considers diverse perspectives and experiences of EFL learners from different cultural backgrounds or linguistic abilities. It is essential to acknowledge these factors when developing effective EFL writing modules that cater to learners' needs.

Overall, while the abstract provides some insights into the article's content, further examination of its methodology and findings would be necessary to assess its credibility and relevance fully.

# Topics for further research:

* EFL writing module development and implementation
* Research and development methods for EFL writing modules
* Reflective reports
* self-evaluation
* and focus group discussions in EFL writing classes
* Limitations of the article's focus on recent research and selection of modules
* Consideration of diverse perspectives and experiences of EFL learners
* Need for further examination of the article's methodology and findings.

# Report location:

<https://www.fullpicture.app/item/0727c48f9393880f6045fd2a9ea1bd81>