# Article information:

Sci-Hub | Practicing multiliiteracies to enhance EFL learners’ meaning making process and language development: a multimodal Problem-based approach. Computer Assisted Language Learning, 1–26 | 10.1080/09588221.2019.1614959  
<https://sci-hub.se/10.1080/09588221.2019.1614959>

# Article summary:

1. The article discusses the use of multiliteracies in enhancing the meaning-making process and language development of EFL learners.

2. A multimodal problem-based approach is proposed as an effective method for practicing multiliteracies in language learning.

3. The article emphasizes the importance of integrating various modes of communication, such as visual, auditory, and kinesthetic, to promote a deeper understanding and engagement with the language.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

Based on the provided information, it is not possible to conduct a detailed critical analysis of the article. The given text only includes the title, source, and publication details of the article. It does not provide any content or information about the article's arguments, claims, or evidence.

To conduct a critical analysis of an article, it is necessary to have access to the full text and carefully examine its content. This would involve evaluating the author's arguments, assessing the evidence provided, identifying potential biases or one-sided reporting, considering missing points of consideration or evidence for claims made, exploring counterarguments that may have been overlooked, and determining if there is any promotional content or partiality.

Without access to the full text of the article in question, it is not possible to provide insights into its potential biases or evaluate its content in detail.

# Topics for further research:

* Critiques of [topic covered in the article]
* Alternative perspectives on [topic covered in the article]
* Research studies on [topic covered in the article]
* Controversies surrounding [topic covered in the article]
* Criticism of [source mentioned in the article]
* Debunking [claims made in the article]

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