

Review of: "Integrating Community Service in Language Education: Fostering Social Change via Inclusive and Transformative Learning Experiences"

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Potential competing interests: No potential competing interests to declare.

The topics covered in the paper are current and relevant.

However, a more serious paper would require the presentation of specific theoretical starting points which would not be presented in a single paragraph (i.e., one paragraph each – critical pedagogy, social constructivism, community-based learning, transformative learning theory), because all of them have a development history of their own, and not a single paper from the References refers to relevant, basic, or representative references from those areas (e.g., there is talk about social constructivism, but the works of L. Vygotsky or J. Bruner as major representatives of the movement are not mentioned anywhere, or the works of J. Piaget, who should definitely be included from the standpoint of cognitive constructivism).

The fact that all works listed in the References are from 2023 (except 2 from 2022) does not ensure their theoretical or empirical relevance.

Strategic and methodological approaches used in education for social change, and which should be incorporated in language learning, are chosen similarly – they are itemized, but without explanation or introduction into the process, which, in truth, was not the purpose of this article. The paper requires a more in-depth approach to the compelling topic presented by the title.

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