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

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It was wonderful to review this conceptual article examining such an important topic: how to increase the capacities of language teachers to support social change when working with diverse learners. The article provides an extensive set of peer-reviewed articles across a variety of areas. The goal is to show that community-based and service learning experiences fit into the theoretical frameworks of social constructivism, transformative learning, and critical and culturally relevant pedagogy.

The terms community-based learning and service learning are used somewhat interchangeably. I would encourage delving into this further in the article, as service learning focuses on student integration of coursework with experiences where they engage with individuals and organizations they serve, often going beyond volunteerism. Community-based service learning experiences, which are co-constructed to be reciprocal and mutually beneficial to students, faculty, the higher education institution, as well as individuals, programs, and the larger community, are service learning experiences. Hence, volunteerism, service, learning, and community-based service learning are part of a continuum of ways students engage with those in need.

The author does a nice job of providing a variety of techniques teacher education faculty can use in their classrooms and learning experiences to promote students' awareness of the diverse experiences of language learners. These experiences, such as using videos in the classroom that expose them to the experiences of those in marginalized communities, reading and analyzing case studies, and creating experiences where students can help community members address a language-focused challenge, are all great ideas. It might be helpful to develop from this a model or graphic that helps the reader connect the theoretical frameworks addressed in the first half of the paper with the strategies noted in the second half. I'd also be interested in having more examples of how this has been done effectively in the author's own work, as well as some of the challenges that arise in attempting to implement these strategies effectively.

Overall, the article provides a good overview of how and why service integration is important in teacher education and some different techniques faculty can use to promote an understanding of diversity, equity, and inclusion in language education.