

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

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The progressive approach of integrating community service projects into language learning curriculum is explored in the essay "Integrating Community Services in Language Education: Fostering Social Change via Inclusive and Transformative Learning Experiences". This mutually beneficial method improves learners' educational outcomes while simultaneously fostering good social change within the larger community.

The article's central claim is that language instruction has the capacity to go beyond its traditional bounds and have a significant positive social influence. The author methodically makes the case that including community services into language teaching approaches strengthens students' language proficiency while also fostering in them a sense of social responsibility and cultural awareness.

However, the author needs to show the relationship between service-learning and student empowerment. This may be in form of the student testimonials provide anecdotal evidence of the significant personal and academic development that follows their active participation in community service. Additionally, the article was not coherent and cohesive in some parts. E.g., "Said (Anggaira, 2023) that learners improve their language and cultural abilities and contribute to the language education community"; "Redefining teacher education to promote diversity, equity, and inclusivity (Küçükakın, Pinar Mercan & Gökmenoğlu, 2023; Nur Ain Nadir et al., 2023; Snow et al., 2023; Stephen et al., 2023; Firestone et al., 2023; Tai et al., 2023)...." The article needs revision, and be re-edited to make sure that information flows well from one part to another, and it to clearer.