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.

I am normally generous in my assessments; however, I find this article to be of unacceptably low quality on the levels of content, discourse coherence, and language usage. On a substantive level, certainly, service learning is a laudable goal - especially as articulated by the authors - in the interest of collaboration with local organizations and community members toward progressive social change. However, the text does not present a logical plan of action in terms of realizing this goal, but rather a hodgepodge of reference citations for theoretical frameworks, research methodologies, and pedagogic resources, addressing multiple topics within the broad areas of language education and service learning.

Both present and past tense verbs are used, for no apparent reason, in the Abstract, which creates confusion from the outset. The use of the past tense in the Abstract evokes the expectation that the author will be describing the results of an empirical research study that they have conducted. However, no such study description materializes.

p. 2, p. 4, p. 5: "Leveraging digital identity and inclusive language education communities…." This sentence appears multiple times in the paper, in almost identical form. : Yet, nowhere is it explained what this "leveraging" entails. What specific digital projects are being suggested?

p.5 "Investigating specific methodologies and assessing their impact enables students to…" Investigating methodologies for what exactly? Implementing service learning? Teaching language? Integrating service learning in the teaching of language? Integrating the teaching of language in service learning?

p. 6: "According to the book, online platforms, multimedia tools…" According to what book? No book is mentioned in that final paragraph.

On the level of discourse coherence: The Research Question should be articulated before the list of theoretical frameworks that the author recommends be used in service of developing educational resources for community-referenced learning (pp. 2-3). Without the stipulation of a research question, how would readers be in a position to judge what theoretical frameworks are appropriate as heuristics "to inform and guide" the development of a pedagogic agenda? Also, the Research Question provided on p. 3 does not line up with the article title: to be consonant, the authors should be asking: " How can language education be re-oriented to include a community service component in order to produce unbiased, inclusive, and transformational learning experiences that enable learners …."

pp. 3-5: What is the superordinate category for the texts beside the dots? Do these suggestions pertain to ideas for implementing service learning or to ideas for language and literacy teaching and learning?

With regard to language use, the text requires serious editing:

Formatting inconsistencies abound. Even citations within the same parentheses are inconsistent - with some authors' names displaying full capitalization and some not, and sloppy alphabetical ordering, e.g., p. 2: "(BENDRAOU & SAKALE, 2023; Lee & Johnstone, 2023; Lozada & Figueroa, 2023; Daus-Magbual et al., 2023; Mehan, 2023; Kasumagić-Kafedžić, 2023; Satienchayakorn & Grant, 2023; Weston & Coutts, 2023; Yacob Abraham, 2023)."

In addition, some sentence structures are ungrammatical by any standard, e.g., p. 2: "Said (Anggaira, 2023) that learners improve their language and cultural abilities and contribute to the language education community."

A constructive suggestion: Perhaps the author would undertake an Annotated Bibliography of the various resources cited in the article, sorting them under appropriate categories, e.g., Theoretical Frameworks, Language Teaching Methodology, Community-referenced Pedagogy, Service Learning, Digital Resources.