

# Review of: "Who Is Afraid of COVID-19: An Inherited Approach for the Future of EFL"

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This paper underscores the intricate relationship between psychological coping mechanisms and educational outcomes during crises. By integrating theoretical perspectives on epidemic psychology with empirical findings on coping strategies and e-learning adaptation, this study contributes to a deeper understanding of the challenges and opportunities presented by educational crises. The insights derived from this research offer a valuable framework for educators, policymakers, and researchers in enhancing the resilience and adaptability of educational systems, ultimately fostering a more inclusive, flexible, and responsive pedagogical landscape.