

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

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The article sports a catchy and allusive title, so the reader may expect to receive a substantial informational message. The list of references somehow corroborates such expectations, as the author refers to multiple sources in search of foundations for the approach presented in the article. However, such multiplicity seems to be the reason for the article's weaknesses, rather than its strengths.

In the beginning, the author makes a few general statements ("teaching should go beyond the transmission of passive knowledge" and the like). Psychology and stress are mentioned, which makes sense. But every educator knows, sadly, that teaching is forever a stressful occupation. (The present writer has been an educator for 42 consecutive years, and he has "seen it all" during the Covid-19 pandemic, which may give him a kind of poetic/critical license.)

Overall, the purpose of the article seems to be elusive. The reader may wonder whether the author is writing about the crisis in education in general, or the pandemic-related crisis is implied.

It is clear the author wants to prove that teachers' ability to cope with stress is a sure sign of their professionalism. Yet it is less clear (1) why the author writes about EFL teachers in particular, and (2) what makes this cohort of educators more (?) susceptible to stress factors.

The author may be advised to limit the number of concepts mentioned in the article. However, a word of caution should be given, too, as it is not worthwhile trying to multiply the number of competences ("coping competence", why?). In the real world, it is hardly essential whether one views coping as a strategy or a competence.

However, the author may try to elaborate further on the proposition made in the conclusion that deals with teacher training programs. This is the area where hands-on exercises aimed at enhancing teachers' stress resistance can be most needed.