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

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One of the notable strengths of the article is its timely and relevant exploration of the challenges faced by EFL teachers in the context of the COVID-19 pandemic. The article addresses the urgency of the topic, shedding light on the unique struggles within this specific educational domain. Furthermore, the literature review draws on a diverse range of sources to analyze coping strategies, epidemic psychology, and the role of e-learning in education. A noteworthy conceptual innovation lies in the introduction of the "coping competence" concept, which attempts to extend the understanding of coping beyond conventional strategies.

However, the article is not without its shortcomings. Firstly, a critical weakness lies in the lack of a clear and coherent structure, making it challenging for readers to follow the logical flow of ideas. A more seamless transition between sections is essential for improved readability and comprehension. Additionally, instances of unclear or awkward phrasing and overly lengthy sentences contribute to language and grammar issues, demanding enhanced clarity. While the concept of coping competence is introduced, the article falls short in providing sufficient details about this approach, warranting clearer examples or applications to enhance understanding. The article's inclination towards a theoretical approach, without substantial empirical evidence or case studies, weakens its overall argumentative foundation. In terms of presentation, formatting, especially the citation style, requires improvement for a more polished and professional appearance. The overreliance on quotations, without a balanced integration of original analysis and synthesis, is another notable weakness. The abstract, while providing a general overview, lacks specific details about research objectives, methods, and key findings, affecting its informativeness. Author affiliation and additional details are minimal, impacting the overall credibility of the work. Moreover, the absence of a clear discussion of limitations hinders the transparency and validity of the research. Lastly, the article's scattered focus on various concepts, including coping, epidemic psychology, and e-learning, suggests a need for a more concentrated exploration for improved coherence.

Addressing the identified weaknesses, such as structural clarity, language issues, empirical support, and presentation, can significantly enhance the article's accessibility and credibility, contributing to its effectiveness in addressing the challenges faced by EFL teachers during the COVID-19 pandemic.