A Content Analysis of Research Articles on English Micro-Teaching

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Abstract—**In the era of Internet development, teaching methods are constantly updated. As an important part of English teaching methods, micro-teaching has been studied deeply by many scholars. Even though people are currently in an era when English micro-teaching is becoming more and more popular, there are not many articles about research on English micro-teaching research. Thus, this paper applies qualitative content analysis to study the academic articles on English micro-teaching from 2008 to 2020, and focuses on the issues related to English micro-teaching. The results show that: (1) The most commonly used method for conducting the research on English micro-class teaching is a questionnaire survey, followed by interviews. (2) The main advantage of English micro-teaching is that it is beneficial to teacher education, but the main disadvantage is the lack of real classroom features.**

Index Terms—**English micro-teaching, qualitative content analysis, research articles**

I. INTRODUCTION

Recently, micro-teaching, as a new teaching tool, is becoming more and more pervasive, especially in the COVID-19 pandemic situation. Micro-teaching, also known as micro-course, is a new type of online video course designed and developed for contextualizing and supporting multiple learning methods based on satellite teaching videos as the carrier (Gao, 2017). As a result of education reform, micro-teaching began to emerge in the 1960s (Shi, 2020). As a tool for training teachers, micro-teaching can also be applied during any period whenever the teacher is in pre-service or teaching time (Ryan & Kevin, 1969). In micro-teaching, the course size, time, task, and content should be minimized to provide the best training situation (He & Yan, 2011). Teachers in many schools use micro-teaching for relevant teaching activities. Seidman (1968) proposes a different definition of micro-teaching, i.e., teaching under a microscope because a class is minified. Wallace (1993) thinks that micro-teaching can be seen as a reflective technology, not just a technology to shape teaching. For Ghanaguru et al. (2013), micro-teaching, as an art of teaching, that is, highlights the methods of micro-teaching through the continuous practice of producing high-quality instructional plans that can provide guidance for pre-service teachers in planning and implementing courses.

Nowadays, within an English teaching context, many teachers choose the micro-teaching style to transfer English knowledge to students around the world. In China, thousands of college English teachers have been encouraged to take part in the Star Teacher Competition, an annual micro-lecture competition organized by Higher Education Press and Foreign Language Teaching and Research Press (FLTRP) (Cao, 2017). In Turkey, the fourth year of teacher education is devoted to school observation and teaching practice to prepare pre-service teachers and put into practice the theories they have learned so far, and the first step in teaching practice is that teachers need to attend the School Observation Course in the fall semester (İlknur & Ümit, 2019). While some English language teaching (ELT) systems limit the purpose of the course to observing school life, mentoring and teaching, some require students to take a 20-minute mini-course as a teaching practice and another compulsory course for the next semester.

Many researchers choose topics on English micro-teaching while few scholars specialize in the relationship between teaching discourse and teaching effect through micro-class teaching. More related attention has been paid to online learning, which "has been on the increase in the last two decades" (Martin et al., 2020, p. 1). Thus, it is very significant to research the discourse in journal articles relating to English micro-teaching. Specifically, this study addresses two research questions: (1) What are the major methodological approaches to English micro-teaching? (2) What are the strengths and weaknesses of English micro-teaching? It is hoped that this study will provide implications for future research on English micro-teaching.

II. LITERATURE REVIEW

A. The English Micro-Teaching

The application of micro-teaching in English language teaching is also very common. For example, Ma (2014) points out that if micro-teaching is introduced into English course teaching in higher vocational colleges in China, it will get a good teaching effect. The students in Chinese vocational colleges generally have a weak English foundation, most of them still maintain the middle school level and "often have low efficiency when learning boring knowledge" (Ma, 2014, p. 354). However, micro-teaching is carried out after teachers' careful design, and it should have the teaching content

and be designed through teachers' serious consideration. Although the class time is short, teachers put a lot of energy into the preparation stage before class. In the process of micro-teaching, students can easily inspire their interest in learning English. Yogi (2013) considers that pre-service teachers need to acquire rich background knowledge of the subject and micro-teaching is an important part of preparing trainee teachers for the complexity and reality of teaching. Micro-lecture is an important part of the flipped classroom, which combines the multiple advantages of the multi-mode symbol system, provides a breakthrough for college English teaching reform, and infuses new vitality (Han, 2019). Micro-teaching education for an English as foreign language (EFL) teacher is also important because it allows the participant to observe native speakers, and learn the culture-related non-verbal language (Savas, 2012). For example, the annual English Micro-Teaching Competition is held in China, and the sixth session was held in 2020 (Liu, 2020).

B. The Significance of Micro-Teaching and English Micro-Teaching Study

Firstly, micro-teaching itself is very meaningful for teacher education. It is of great significance to help teachers in teaching and training. The main advantage of micro-teaching is that it provides a supportive environment in which novice teachers can practice their teaching skills within a manageable range, get feedback about their performance, reflect on that feedback, and then use that information to improve their teaching (Benton-Kupper, 2001). What's more, micro-teaching is a good way for teachers to develop and strengthen teaching skills and confidence, to "experience a range of lecturing/tutoring styles and to learn and practice giving constructive feedback" (Otsupius, 2014, p. 185). Micro-teaching is a good plat to train English teachers and "it employs real teaching situation for developing pedagogical content, knowledge of student-teachers and helps them to get adequate knowledge regarding the art of teaching" (Darmayenti et al., 2019, p. 24).

Secondly, micro-teaching is also useful for the students of prospective teachers. Because it is best to involve students actively, and meaningful materials and tasks are required to achieve the best results for learning, micro-teaching settings allow students to perfect certain skills that will then be used in the regular classroom (Otsupius, 2014). What's more, micro-teaching is a situation with low threat, which is more conducive to learning than the high levels of anxiety that many novice teachers exhibit when practicing in the actual classroom (Otsupius, 2014). Megawati and Astutik (2019) point out that the collaborative theories and mini-classes system of micro-teaching can reduce pre-service teachers' tensions and fears, and build up their confidence in the teaching process. In China, many English teachers in private colleges think using micro-teaching is a good reflective practice, which "has become the major instrument for teacher training" (Liu & Li, 2016). Therefore, micro-teaching reduces pre-service teachers' tension in real classrooms and provides them with a process of teaching reflection.

Thirdly, Micro-teaching can also help English teacher education. The videos of micro-teaching can be applied by EFL teachers to get the effect of monitoring and self-correcting the English language use in their classes (Savas, 2012). In Singh's article (2015), he points out that micro-teaching focuses on introducing learners to new language materials, the practice of the new language content, and the use of acquired language materials as learners' communication skills. Kilic (2010) highlights that microteaching offers opportunities to develop teaching skills, such as attracting attention or asking questions to improve teaching ability. These are very helpful for EFL teacher teaching. What's more, English micro-teaching can provide good chances for EFL pre-service teachers to relieve their pressure of teaching and improve their teaching skills. Micro-teaching reduces the heavy workload of practice by providing a fairly stress-free environment for student teachers to plan, teach and reflect on their teaching (Amobi, 2005). Micro-teaching in teacher training programs has a positive impact on EFL student teachers' awareness and understanding of their teaching skills as well as the development of operational teaching strategies (Ismail, 2011). Moreover, English micro-teaching is conducive to the reform of English teaching. The advantage of English micro-courses is that they are easy to spread and combine a variety of teaching methods (Lv et al., 2020). Therefore, English micro-teaching is very helpful to improve teachers' ability and English curriculum reform.

III. METHODOLOGY

A. Constructivist Worldview

A constructivist worldview was used in conducting this research. Constructivists believe that what is considered knowledge is always informed by a particular point of view and determined by a particular ideological position (Gordon, 2008). Richardson (1997) points out that individuals build new understandings based on the interaction between what they already know and believe the phenomena or ideas that they meet. My background knowledge of English micro-teaching will affect my value in the research of English micro-teaching. Because everyone has a different understanding and views of the world, the role of the researcher is to analyze and interpret the data with his insights (Creswell, 2017). Therefore, it can be assumed that my understanding of English micro-class teaching and my definition in this field will affect the results of this research.

B. Content Analysis

In this research, the method of qualitative content analysis is selected. The purpose of content analysis is to obtain a concise description of the phenomenon, and the result of the analysis is to describe the concept or category of the phenomenon (Elo & Kyngas, 2007). And the purpose and function of qualitative research are to understand the meaning

of human behavior by describing the intrinsic or essential features of social objects or human experience (Denzin & Lincoln, 2008). Therefore, through learning about the aims of content analysis and qualitative research we can know that qualitative content analysis is suitable for the leading mode of English micro-course teaching research. This process can prove that the qualitative content analysis is reasonable by summarizing the knowledge points proposed by the author in all the suitable corpus found.

C. Data Selection

To identify academic articles relevant to this research, a series of online databases are searched. In the process of searching for a suitable corpus, I have mainly searched for academic journals in Google Scholar, academic literature from Deakin University Library, and academic papers on CNKI. By setting the following inclusion criteria, the appropriate corpus is selected.

(1) The keywords of the corpus have English micro-teaching.

(2) All of the corpora are academic articles from the three databases mentioned in the full text.

(3) The publication time of the corpus is from 2008 to now.

The inclusion criteria help narrow down the scope of literature searches. Further study the corpus initially included in the study, conduct research objectives, data, main findings or conclusions, and read the research methods.

See Appendix 1 for a complete list of selected articles.

D. Analytical Process

Content analysis has been applied to answer research questions because it is the most suitable for researchers to analyze research problems in a short time (Krippendorff, 1980).

Thematic analysis is used to be the analytical process as it is the first qualitative analysis method that researchers should learn, and it provides a core skill that is useful for conducting many other forms of qualitative analysis (Braun & Clarke, 2006). And Holloway and Todres (2003) point out that thematic analysis should be regarded as the fundamental method of qualitative analysis. Therefore, thematic analysis can be applied to the content analysis of English micro-teaching.

Using Braun and Clarke's (2006) six steps can help me to select suitable data, carry on the analysis discussion processes and get final research results.

(1) Knowing your data

When starting to analyze, the data should be understood unquestionably in advance. Nonetheless, it is vital to immerse researchers themselves in the data to the extent of familiarity with the depth and breadth of the content. It is best to read the full text. Whether the collected data are holistic or partial, whether the underlying themes will be defined or not, and whether the themes are data-driven or theoretically-driven, a reading process is in great need. This step requires researchers to read each article many times, especially abstracts, introductions, findings, and conclusions, to discover the key ideas of each text.

(2) Performing the initial coding

This stage involves generating initial code from the data. The code identifies the data features (semantic content or potential) that the analyst is interested in, and points to the most basic part or element of the original data or information, which can help evaluate the phenomenon in a meaningful way. Coding depends to some extent on whether the subject is more data-driven or theory-driven. In the former, the subject matter will depend on the data, but in the latter, you may code with the specific questions you consider surrounding while processing the data. This will also depend on whether your goal is to encode the content of the entire data set, or whether your encoding is to identify specific (possibly limited) characteristics of the data set.

(3) Searching for your themes (categories)

At this stage, the researchers analyze broader-level topics instead of coding, including sorting different codes into potential topics and sorting out all relevant coding data to extract the identified topics. Essentially, the researcher should begin to analyze the codes and consider how different codes can be combined to form an overall theme.

(4) Reviewing your themes

This stage includes improvements to themes. Appendix 2 outlines initial themes, related article examples and evidence. Under the core findings of each text, a final review of each topic is also demonstrated.

(5) Defining and naming your themes

This stage is to define and refine the topic to achieve a clear understanding of the selected articles (see Appendix 3).

(6) Producing your report

In doing so, the connection between the theme and articles was discussed, and this was proved by specific examples from articles (see 4 results and discussion).

E. Data Analysis

The analyzed resources are specifically for the study of English micro-teaching. In this data analysis, six key themes from 25 selected articles constitute the main topics of the study of English micro-teaching, and they will be discussed below.

(1) Micro-Teaching for Teacher Education

The analysis of the data shows that English teachers' education is an important topic for English micro-teaching. At Stanford University in the 1960s (Cruickshank, 1996), the structure of planning, teaching, observing, and criticizing was introduced (Bell, 2007), and it was pointed out that the purpose of micro-teaching was to bridge the gap between teacher training targets. Micro-teaching is carried out in the teacher education plan, and the knowledge must be adapted to the actual classroom situation (Karlsson, 2020). In other words, the implementation of micro-teaching will help to establish a link between the teaching content knowledge acquired by teachers in their teaching and the teaching content knowledge required by learners at all levels in a specific context. Therefore, micro-teaching will provide an opportunity for teacher trainees to reflect on different teaching methods for different topics and groups of students (Fernandez, 2010). And based on these responses and feedback from peers and teachers, micro-teaching can help improve the teaching skills of pre-service teachers (Grossman & McDonald, 2008).

(2) Micro-Teaching for Teaching Reform

Another important theme of these articles is English micro-teaching for teaching reform. How to improve the students' English learning efficiency has always been the focus of educators (Lv et al., 2020). With the rapid development of education, traditional teaching methods cannot meet students' needs, so it is urgent to reform and implement modern teaching methods. The articles with the second theme demonstrate that students' cognitive proficiency, academic achievements and learning motivation, and teachers' teaching effectiveness have been developed and improved in English micro-teaching. Thus, a micro-course is a beneficial supplement and improvement to traditional teaching methods (Lv et al., 2020). Meanwhile, in the "Internet+" era, micro-teaching has been deeply integrated with a flipped classroom for English teaching reform, and the quality and efficiency of the classroom have improved. Therefore, micro-teaching is essential for English teaching reform.

(3) English Micro-Teaching Itself

The third theme is to investigate English micro-teaching itself. The prototype of micro-teaching appeared in 1960 when a college at the University of Iowa in the United States proposed a short course, which showed the early history of dividing knowledge into smaller course units (Cao, 2017). "Micro-lecture alternates with mini-course, micro-course, mini-lecture was proposed by David Penrose in 2008" (Cao, 2017, p. 34). The research topics for English micro-teaching include: the application of micro-lecture into college English, Micro-lecture content selection, teaching mode based on micro-lecture, change to college English teachers' role, quantitative research, and other topics. The results show that mini-lecture has been applied in college English teaching, which is the key to choosing the lecture content. At the same time, with the emergence of micro university lectures, the teacher's role has changed in English teaching. The research with the theme of micro-teaching itself provides the implications for further improvement of college English teaching. The practical application of micro-classes in college English is relatively small, and the large amount of work done in making micro-classes may hinder the implementation of micro-classes in the teaching of most overloaded college English.

(4) Micro-Teaching Contest

The fourth theme concentrates on an English micro-teaching contest. Micro-course Contest of Foreign Languages (MCFL) has been in China for 5 years, and in the past years, MCFL has increasingly matured (Liu, 2020). Although many teachers have gained a lot from the preparation of micro-classes, there are still some problems with MCFL. And the relevant study of micro-teaching points out some problems and shortcomings related to micro-teaching processes, i.e. contestants' problems and solutions, and judges' problems and solutions. For example, some micro-classes take too much time, some lack focuses, some give facts and simple content, and others are shown for prizes.

(5) Teachers' Views on Micro-Teaching

The fifth theme is teachers' views on English micro-teaching.

Pre-serve teachers appreciate the experience of micro-teaching and think that it will become a helpful and effective preparation for their future teaching. Most pre-serve teachers agree that micro-teaching is a good opportunity to prepare them for further teaching practice and that it has developed their certain teaching skills. What's more, the vast majority of teachers believe that micro-teaching videos can improve teachers' English proficiency and teaching skills. Meanwhile, pre-serve teachers believe that the micro-teaching method provides them with an opportunity to evaluate their strengths and weaknesses in teaching. Student teachers believe that learning objectives, course stages, and type of course activities are three important factors in the micro-course plan. Teachers from private institutions hold different views on English micro-teaching in that the function and influence of micro-teaching are not performed sufficiently. In addition, the relationship between micro-teaching, teacher comfort, and teacher responsibility has also been studied.

(6) Using Micro-Teaching to Study Other Aspects

The last theme of English micro-teaching research is related to the anxiety of teachers in micro-teaching processes. In the research, the author has investigated the sources of foreign language anxiety experienced by non-native speakers of pre-service English teachers. The author has conducted a questionnaire survey on pre-service teachers who teach English micro-classes. It is found that students feel anxious when they do not understand English. Meanwhile, the interview has been made, with the result that most of the interviewees are prone to anxiety when they make mistakes in their English micro-classes (Yoon, 2012).

IV. RESULTS AND DISCUSSION

A. Subject Proportions

Table 1 lists the proportion of each topic and the topics to which each article belongs. The results show that the theme of English teacher education occupies the largest space among all the articles, accounting for 48%. The theme of teachers' views on micro-teaching ranks second, taking up 24%, and the theme of micro-teaching for teaching reform the third, 16%. However, the proportion of English micro-teaching contests, English micro-teaching itself, and English micro-teaching on other aspects only hold 4% respectively.

TABLE 1
THE FREQUENCY AND PROPORTION OF EACH THEME

Theme	Article	Amount of article	Proportion %
Micro-Teaching for Teacher Education	Articles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.	12	48
Micro-Teaching for Teaching Reform	Articles 13, 14, 15, 16, 17.	4	16
Micro-teaching Itself	Article 17	1	4
Micro-teaching Contest	Article 18	1	4
Teachers' Views on Micro-Teaching	Article 19, 20, 21, 22, 23, 24.	6	24
Using Micro-Teaching to Study Other Aspects	Article 25	1	4

These proportions show that English teacher education is a very important research direction. "The quality in teacher education is believed to be the key to the quality in education in any country" (YÜksel & Özkanl, 2019, p. 2379). This means English teacher education is a very essential part of an educational circle, and it makes sense to study the subject. In the age of the Internet, modern education is completely different from traditional one (Tang & Chen, 2016). Initially, micro-teaching has been regarded as the placement of traditional teacher training mode. Subsequently, researchers from China have proved that the effectiveness of micro-teaching can help English teachers equip themselves with efficient teaching skills (Shi, 2020). Therefore, many scholars regard micro-teaching research on English teacher education as the key theme.

What's more, teachers' views on English micro-teaching can influence in teaching reform. It is found that micro-courses positively promote teaching reform, "which could improve teaching methods" (Lv et al., 2020, p. 2). And the method of improving the effectiveness of micro-courses is exploring the "course structure, design methods, problems, improvement measures" (Lv et al., 2020, p. 2), which are mainly from teachers' views on English micro-teaching. Thus, the two themes of micro-teaching for teacher education and teachers' views on micro-teaching have also drawn many scholars' attention. The research on the other three themes comes last in that they mainly serve teaching reform, and teacher development and education.

B. Major Methodological Approaches to English Micro-Teaching

The methodological Approach is an indispensable component in research articles, and different research themes usually employ different methodological approaches. Table 2 demonstrates the result of major research methods in each collected article.

TABLE 2
MAJOR METHODOLOGICAL APPROACHES IN ARTICLES

Methodological Approach	Article
Questionnaire survey research	Article 2, 3, 5, 6, 9, 10, 14, 19, 20, 22, 23, 24, 25.
Interview approach	Article 6, 9, 21, 24.
Comparative study approach	Article 2, 15, 16.
Feedback analysis approach	Article 3
Case study approach	Article 4, 5.
Descriptive analysis approach	Article 7
Refection analysis approach	Article 8, 20.
Experimental analysis approach	Article 11
Statistical analysis approach	Article 14
Content analysis approach	Article 17
Document analysis approach	Article 23

It can be seen from Table 2 that the questionnaire survey is the most used method in the selected articles and a total of 13 articles have applied it. A questionnaire survey refers to sociological research mainly using the questionnaire survey method (Deng & Feng, 2000). At present, as a method, questionnaire survey not only occupies an indispensable and important position in sociological research, but also gradually expands to various fields and industries such as administration, economy, news, education, etc., becoming people's recognition and understanding of social phenomena and an important tool for social life (Deng & Feng, 2000). For example, in Jing's article (2020), a questionnaire approach is used to investigate the teaching confidence of novice English teachers, and the results of the questionnaire provide readers with more information about the implementation of the micro-teaching program. In another example, Liu and Li (2016) apply a questionnaire to collect more data on the views of micro-teaching in private universities, and

the survey may provide a broader perspective. Meanwhile, it is also found that two or more research methods are used concurrently in some articles. For example, Article 2 applies both questionnaire survey and comparative research methods, and Article 3 employs a combination of questionnaire survey and feedback analysis approach. This means that when researchers choose methodological approaches to research based on actual conditions and research topics.

C. Strengths and Weaknesses of English Micro-Teaching

It is found that the authors of all 25 selected articles have made comments (see Table 3) on the English micro-teaching. Although it is found in the selected articles that different authors have different evaluation methods of commenting on the advantages and disadvantages of English micro-teaching, the detailed comments can be divided into strengths and weaknesses as follows.

TABLE 3
STRENGTHS AND WEAKNESSES OF ENGLISH MICRO-TEACHING

Article	Strengths	Weaknesses
Article 1	(1) Clear and prominent subjects (2) Rich and diversified resources (3) Convenient interaction and sharing	
Article 2	(1) Controllability (2) The best model for teacher training	
Article 3	Helping teachers in teaching and training.	
Article 4	Improving the effectiveness of teacher education.	
Article 5	An important constituent for trainee teachers	Lack of features of actual classrooms
Article 6	Helping teachers to get adequate knowledge regarding the art of teaching.	Inadequately prepared students and teachers' actual classroom teaching
Article 7	It helps to ensure that the transcription relating to the content of English lessons is detailed and accurate.	
Article 8	(1) It helps to develop skills such as improving teaching competence. (2) It can help to develop reflective practices.	It is easy for teachers to ignore the role and function of reflection.
Article 9	(1) It provides a pressure-free environment to practice teaching. (2) It has a positive influence on student teachers' consciousness and perceptions about their teaching skills.	(1) Administrators' information gap about the practice process. (2) Inauthenticity of the practicum. (3) Assessment procedures challenges.
Article 10	Helping teachers in teaching and training.	
Article 11	It helps student teachers to examine their roles in the teaching process, thereby discovering the advantages and disadvantages of this process.	
Article 12	It is an important and necessary supplement to traditional classrooms.	
Article 13	It is an important and necessary supplement to traditional classrooms.	(1) The teaching materials in different stages of micro-teaching are unclear. (2) The mechanism of evaluating the teaching effect of micro-teaching is not perfect.
Article 14	Let students consolidate their knowledge anytime and anywhere.	
Article 15	(1) It can increase students' interest in learning. (2) It provides effective learning resources for students to learn independently. (3) The development of microteaching is conducive to improving the teaching level and self-critical ability.	
Article 16	(1) It conveys comprehensive knowledge. (2) It has a small resource capacity. (3) Its teaching content is more refined than traditional classes.	
Article 17	Teachers decompose and reconstruct the teaching content according to the internal connection of knowledge through micro-class teaching.	
Article 18		Many contestants in English micro-teaching competitions tend to provide students with facts and lack creativity and originality.
Article 19	It improves pre-service teachers' understanding and knowledge of teaching skills.	
Article 20	The videos of micro-teaching can help English teachers to learn a nonverbal language.	
Article 21	(1) It provides feedback to training teachers so that teacher behavior can be corrected. (2) It provides new and different opportunities for pre-service teachers to formulate and implement new teaching strategies.	
Article 22	It is an effective method used in the pre-service and in-service stages of teacher professional development.	
Article 23	It prepares teachers for the real school experience.	
Article 24	It is a way to promote teaching reflective practice.	
Article 25	It provides a pressure-free environment to practice teaching.	

(1) Strengths

The advantages of English micro-teaching mentioned in these articles are beneficial to English teachers' education and English teaching reform.

On the one hand, micro-teaching can provide teacher trainees with the opportunity to reflect on different teaching methods for different topics and groups of students (Putnam & Borko, 2000) and help improve the teaching skills of pre-service teachers. Karlsson (2020) points out that the implementation of micro-teaching will help the teacher's teaching in the Pedagogical Content Knowledge (PCK). As a way to improve the quality of teacher education (Koc & Ilya, 2016), micro-teaching is considered to be an effective way to provide pre-service English teachers with the opportunity to plan and implement new teaching strategies and to establish a link between theory and practice.

On the other hand, micro-teaching is regarded as an important trigger to carry out English teaching reform. Under the new situation of 'Internet+', all educational concepts tend to have micro-feature. Micro-teaching and flipped classrooms are introduced to facilitate teaching reform in many schools. In Lu's research (2016), the application of micro-teaching in English reading classes can improve students' English reading ability and promote English teaching reform through its "fragmented" teaching system. What's more, the supplement of micro-teaching can meet the requirement of improving traditional teaching methods (Lv et al., 2020).

(2) Weaknesses

In the selected articles, weaknesses of micro-teaching have been pointed out although some articles do not mention the shortcomings. It is the highlighted weakness that English micro-teaching cannot have performed all the functions of the actual classroom, which leads to insufficient preparation of students and teachers, and reduces the effectiveness of English micro-teaching. Yogi (2013) considers that micro-teaching is an important part of practice teachers' learning, but its classroom activities and simulation lack the functions of the real classroom, such as enabling them to see real classroom feedback. Micro-teaching practice still faces many challenges, because it cannot fully provide students and teachers with actual classroom teaching preparation (Darmayenti et al., 2019).

D. Discussion

Through the analysis of selected articles, it is found that the most used research method for these articles is a questionnaire survey. People can be investigated by the questionnaire survey method because it is very convenient to be determined by themselves. For example, in the article *Measuring beliefs about orthodontic treatment: a questionnaire approach*, researchers hold this view (Bennett et al., 1997). Another example, in the two British Child and Adolescent Mental Health Surveys, a total of 26,544 children were selected and their main caregivers (parents) were contacted, of which 18,415 (69%) participated in the survey (Goodman & Goodman, 2009). As long as the researcher makes the corresponding questionnaire, the questioned person can be found in the applicable population. However, questionnaire surveys also have limitations. Firstly, the integration with theory is not close enough. Some research reports are still satisfied with superficial empirical argumentation, lacking corresponding theoretical sources and background, which directly affects the academic value of questionnaire survey research (Deng & Feng, 2000). Secondly, in the questionnaire survey itself, the methods used in some stages are not strict enough (Deng & Feng, 2000). Specifically, the operating variables of some reports do not fully cover the connotation and extension of the concepts studied, and there are some large technical errors in some studies due to the unscientific sampling method and the "convenience orientation" of the actual survey. Therefore, if researchers want to apply a questionnaire survey to study English micro-teaching, they need to strive to integrate theory and empirical investigations. What's more, researchers should strictly control the application of empirical methods at this stage to improve the reliability and validity of the research.

To make full use of the advantages and to avoid the disadvantages of English micro-teaching, the implications for micro-teaching design can be summarized as follows. On the one hand, English teachers should study the course structure and design methods in advance in that the previous studies have provided references for designing micro-teaching. Many scholars are contributing to the innovation of micro-teaching. Take the following research articles as examples. Tang and Chen (2016) take advantage of the combination of micro-courses and teaching strategies to develop a variety of teaching models to improve open communication between teachers and students. Cai et al. (2016) find that micro-teaching can be used for intensive teaching, and when using the micro-course methods, the teacher becomes the guide and collaborator, promoting the students' learning. On the other hand, before designing micro-teaching, English teachers should determine a set of suitable evaluation standards and evaluation methods, as relevant studies have shown that an evaluation system is also important to micro-teaching design. Twelve interviews are conducted to gather learners' views on the assessment of Massive Open Online Courses (MOOC) learning, and it has been found that learners agree with the peer review method, while automated assessment remains the most popular method (Papathoma et al., 2015). Shi et al. (2016) evaluate the teaching mode and determine the corresponding evaluation indexes of the English micro-course through fuzzy clustering analysis, and confirm that the fuzzy clustering algorithm has good applicability.

V. CONCLUSION

This paper applies content analysis to explore the proposed research questions: the main research methods of English micro-teaching are studied and the advantages and disadvantages of English micro-teaching. It summarizes the six

research themes of English micro-teaching, i.e., micro-teaching for English teacher education, micro-teaching for English teaching reform, micro-teaching itself, micro-teaching contest, English teachers' views on micro-teaching, and using English micro-teaching to study other aspects. It also concludes the major methodological approaches in English micro-teaching. The most used method is a questionnaire survey, and two or more methods are applied in one article. Meanwhile, it discusses the strengths and weaknesses of English micro-teaching. The most compelling advantage is that micro-teaching can improve English teacher education and facilitate teaching reform. The most important drawback is that micro-teaching lacks the characteristics of real classrooms, which makes it difficult to utilize the functions of micro-teaching. In the future, I will expand the number of samples and make a deeper content analysis of the topic.

APPENDIX 1.   SELECTED ARTICLES

(1) Article 1: Ma, Q. (2014). *Higher vocational English micro teaching in the information environment*, 2nd International Conference on Education Technology and Information System, 353-357. https://doi.org/10.2991/icetis-14.2014.79

(2) Article 2: Shi, J. (2020). A critical analysis of the assessment for micro-teaching program for English language teachers in the secondary education in Mainland China, *Theory and Practice in Language Studies, 10*(2), 168-175. http://dx.doi.org/10.17507/tpls.1002.04

(3) Article 3: Karlsson, K. (2020). Can micro-teaching, teacher feedback/feedforward and reflective writing enhance pre-service teachers' pedagogical content knowledge of grammar in English as a second language? *Journal of Language Teaching and Research, 11*(2), 145-156. http://dx.doi.org/10.17507/jltr.1102.02

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APPENDIX 2. THEMATIC ANALYSIS OF CODING WITH EVIDENCE RELATED TO SELECTED ARTICLES

Initial Theme	Related article example	Evidence
Improving English teachers' teaching processes	Article 1	In the abstract, the author points out that micro-teaching can improve Teacher professional development (Ma, 2014).
Improving English teachers' reform	Article 13	Efficiency model of micro-course study
Learning about English micro-teaching	Article 17	An Overview of Micro-Lecture
About the English micro-teaching competition	Article 18	Micro-course contest's problems and solutions
Ideas from English teachers	Article 19	Teachers' views on micro-teaching
Others fields	Article 25	Micro-teaching can be used in other fields

APPENDIX 3. THEMES AND DEFINITION

Theme	Definition
Micro-Teaching for Teacher Education.	Micro-teaching involves research on English teacher education.
Micro-Teaching for Teaching Reform	Micro-teaching involves research on English teaching reform.
Micro-Teaching Itself	The research involves micro-teaching itself.
Micro-teaching contests	Research involving the English micro-teaching contests.
Teachers' Views on Micro-Teaching	The research on English teachers' views on micro-teaching.
Using Micro-Teaching to Study Other Aspects	

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