



## Survey on Teacher Online Teaching Competencies and Learner Satisfaction in Youtube Live Classes

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### Keywords

*Learner satisfaction, Richard Chinese, Teaching competencies, YouTube live classes*

### Abstract

With the advancement of technology, YouTube officially launched its live streaming feature, YouTube Live, in 2011. This initiated a trend of live-streamed Chinese language learning. This study focuses on the Richard Chinese YouTube channel, examining teacher's teaching competencies and learners' satisfaction factors. The research utilized a questionnaire to assess the impact of teaching competencies on learners' satisfaction, supplemented by interviews with the teacher. The questionnaire results indicated that among the three dimensions of online teaching competencies, class control competence was rated the highest on average. Among the seven dimensions of learner satisfaction, satisfaction itself had the highest average score. There was a significantly strong correlation between teaching competencies and learner satisfaction, suggesting that class control competence is the most crucial factor influencing learner satisfaction. In the interviews, Richard emphasized that he primarily teaches courses aligned with the HSK standards, aiming to help students pass the HSK exams. Richard pointed out that there is a wide range of Chinese proficiency levels among students, and many are not fully aware of their own language abilities. Despite the existing level divisions in the live classes, students often find the content either too difficult or too simple.

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## INTRODUCTION

Under the China's policy direction of The Belt and Road Initiative, Chinese companies have initiated a significant wave of investment in Indonesia, effectively supporting the country's economic development. According to a report by China Foreign Trade magazine, in 2022, China became the second-largest investor in Indonesia. Chinese companies' investments have substantially contributed to Indonesia's economic growth, with direct investments in various sectors reaching \$21.5 billion, accounting for a quarter of Indonesia's total foreign investment. As a result, many Indonesians have begun learning Chinese, and numerous Indonesian companies now require Chinese-speaking employees to collaborate and communicate with Chinese enterprises. The enthusiasm for learning Chinese has surged in Indonesia, and research on effective Chinese language acquisition is becoming a prominent trend in future language studies.

In the post-pandemic digital era, the impact on education has become increasingly significant, and the rise of online education is now a prevailing trend. Learners from around the world can choose suitable learning platforms based on their individual needs. According to a survey by the well-known website Statista as of January 2024, YouTube is the second-largest social platform after Facebook, with over 240 million users. YouTube has become a major online education platform, especially since it launched the YouTube Live feature in 2011. This feature allows streamers to record videos using a camera and broadcast them in real-time, enabling viewers to watch and interact through the comment section, rather than just watching videos passively. This has given a new dimension to learning through videos.

The development of YouTube live teaching has brought new learning opportunities for students. In traditional teaching methods, students' learning time and space are limited (Kinasih, P. R. & Nitsa, A., 2023), but with live teaching, students can learn anytime and anywhere without geographical and time constraints. Live teaching can also achieve classroom interaction and online Q&A, providing students with a more flexible and autonomous learning approach.

Silalahi, R. M. P., et al. (2021) pointed out that with globalization and advancements in digital technology, mastering a foreign language is indispensable. Among the many Chinese teaching channels, we found that "Richard Chinese Live Classes - Richard Chinese" has more than 400,000 subscribers and over 2,000 videos. YouTube has also become one of the channels for people to learn foreign languages. This channel teaches through daily live broadcasts, with HSK1-9 lessons from Monday to Thursday, chat live sessions on Friday, and HSK1 lessons on Saturday. Therefore, each live broadcast of "Richard Chinese Live Classes - Richard Chinese" attracts more than 100 viewers, whose audience comes from different countries. It can also be observed that students can interact with Richard during the live sessions. This raises curiosity about what kind of teaching competencies can attract these foreign students to choose the "Richard Chinese Live Classes - Richard Chinese" channel for learning Chinese and what their satisfaction level is with the live teaching sessions. Through the

results of this research, we hope to help Chinese teachers understand what kind of online teaching competency should be used in a Chinese live class to gain more views and likes. Additionally, through satisfaction surveys, teachers can better meet students' learning needs and make necessary teaching adjustments.

## **METHODS**

This study primarily investigates the factors influencing learners' perceptions of teaching competence and their satisfaction with "Richard Chinese Live Classes - Richard Chinese." The research data were collected and analysed using questionnaires. The questionnaire design was based on Wang Shuijuan's (2020) teaching competency framework and Su Shan's (2023) seven dimensions of satisfaction factors.

The questionnaire was divided into three main sections:

1. Personal Information: including gender, nationality, age, education level, and weekly class hours.
2. Teaching Competencies: based on Wang Shuijuan's (2020) three dimensions of online teaching competencies (basic competence, lesson preparation competence, and class control competence) to analyse learners' views on Richard's online teaching competencies.
3. Factors Influencing Learners' Satisfaction with Live Classes: measured across seven dimensions including quality of the content, social interaction, perceived competence, confirmation, perceived usefulness, satisfaction, and continuance intention.

This questionnaire uses a 4-point Likert scale, which includes the options: Strongly Disagree, Disagree, Agree, and Strongly Agree, corresponding to scores of 1, 2, 3, and 4, respectively. After collecting the questionnaires, the data were entered into SPSS for statistical analysis. The data analysis methods employed in this study include descriptive statistical analysis and Pearson correlation analysis.

To enhance the comprehensiveness of the research, an interview was also conducted with Richard, the channel's instructor, to supplement the questionnaire data and address practical teaching issues.

## **RESULTS AND DISCUSSION**

The "Richard Chinese Live Classes - Richard Chinese" channel has over 400,000 subscribers and has posted more than 2,000 videos on the YouTube platform. Teacher Richard's live Chinese lessons are broadcast on YouTube, Facebook, and Instagram.

This study surveyed 220 learners who watch Richard's Chinese live classes. Among them, there were 83 males and 137 females.

Learners can be divided into five age groups: 18-28 years old (135 participants), 29-40 years old (40 participants), 41-65 years old (30 participants), 7-17 years old (13 participants), and over 66 years old (2 participants). Thus, it is evident that most participants are between 18 and 28 years old.

From the distribution of nationalities, the majority of learners come from Asian countries (Thailand, Indonesia, Vietnam, etc.), with a total of 157 participants, accounting for 71.30% of the total number. Following this, there are learners from Europe (12 participants, accounts for 5.60%), North America (47 participants, accounts for 21.50%), South America (1 participant, accounts for 0.50%), and Africa (3 participants, accounts for 1.50%).

This demonstrates that online live classes, which are not limited by space and time, attract Chinese learners from all over the world.

The following analysis will examine the correlation between Richard's teaching competencies and learner satisfaction based on his teaching performance and learners' satisfaction levels.

### Basic Competence

Basic competence includes the teacher's observation skills, reflective abilities, communication skills, and instructional thinking. These competencies help the teacher better understand students' needs, provide more effective teaching, and thereby improve student satisfaction.

**Table 1. Basic Competence Mean Score**

Basic Competence	Mean
I think Teacher Richard has excellent observational skills.	3.55
I think Teacher Richard has excellent reflective abilities.	3.54
I think Teacher Richard has excellent communication skills.	3.61
I think Teacher Richard has excellent teaching creativity.	3.62

Table 1 shows that the highest scores are for "I think Teacher Richard has excellent teaching creativity" and "I think Teacher Richard has excellent communication skills." This indicates that learners highly value Teacher Richard's teaching creativity and communication skills.

The table indicates that instructional thinking is the most outstanding aspect. The teacher adopts a student-centered approach. For example, in Fig. 1, "New HSK 3" playlist, episode "[EP 766] New HSK 3 Voc 180-181 (Elementary): 反对 (oppose), 反复 (repeatedly), 重复 (repeat)," Richard explains the specific usage of "重复" and "反复" during the live lesson.



Figure.1. [EP766] New HSK 3 Voc 180-181(Elementary): 反对、反复、重复

The teacher identifies students' difficulties and then teaches new vocabulary and grammar in a way that is easily understood by students, using sentence patterns as examples. This best illustrates his instructional thinking and communication skills. Since live classes are mostly lecture-based, it is challenging to showcase the teacher's observation and reflective abilities.

### Lesson Preparation Competence

Lesson preparation competence includes selecting appropriate teaching content, designing online teaching activities, using multimedia resources, and creating clear PPT presentations. These factors directly impact the organization and delivery of the course content, making the lessons more engaging and practical, thereby increasing learner satisfaction.

**Table 2. Lesson Preparation Competence Mean Score**

Lesson preparation competence	Mean
Teacher Richard selected appropriate teaching content.	3.49
Teacher Richard designed suitable online teaching segments.	3.51
Teacher Richard used a variety of rich multimedia teaching resources.	3.56
Teacher Richard's PowerPoint slides are clear and informative.	3.61

Table 2 shows that the highest scores are for “Teacher Richard's PowerPoint slides are clear and informative.” and “Teacher Richard used a variety of rich multimedia teaching resources.” This indicates that Teacher Richard’s choice of teaching tools is suitable for learners, and he is proficient in using these tools. Additionally, Teacher Richard is very skilled at utilizing teaching resources.

In Richard's live lessons, the teacher frequently uses comprehensive PPT content to aid in instruction, which is one of his teaching characteristics. As illustrated in Fig. 2, Richard first explains the meaning, usage, and examples of the word "救" (jiù, to rescue). In the video titled "[EP 813] New HSK 6: Voc 177-178 (Intermediate): 搭档、搭配、搭救" (dādàng, dāpèi, dājiù), after explaining "救," Richard then explains the meaning and usage of "搭救" (dājiù, to rescue) and introduces a sequence exercise to reinforce vocabulary teaching from simple to complex.



Figure.2. [EP813] New HSK 6: Voc 177-178 (Intermediate): 搭档、搭配、搭救

He uses sentence patterns, images, and English explanations to assist in the instruction. The clear PPT, along with well-prepared teaching content, complete instructional activities, and the use of images, exemplifies the best practice of lesson preparation competence. Additionally, the low average score in the selection of appropriate teaching content might be due to learners' lack of understanding of their own Chinese proficiency, leading to difficulties in choosing lessons that match their level.

### Class Control Competence

Class control competence includes the ability to operate online platforms, organize teaching using online resources, explain Chinese language knowledge, manage online classrooms, and correct students' mistakes.

Table 3. Class Control Competence Mean Score

Class Control Competence	Mean
I think Teacher Richard has excellent skills in operating the online platform.	3.49
I think Teacher Richard has excellent skills in organizing teaching using online resources.	3.50
I think Teacher Richard has excellent skills in explaining Chinese language knowledge.	3.63
I think Teacher Richard has excellent skills in organizing and managing online classrooms.	3.63
I think Teacher Richard has excellent skills in organizing students to practice on the online platform.	3.62
I think Teacher Richard has excellent skills in appropriately correcting students' mistakes.	3.58

The data results show that the highest-scoring items are “I think Teacher Richard has excellent skills in explaining Chinese language knowledge,” “I think Teacher Richard has excellent skills in organizing and managing online classrooms,” and “I think Teacher Richard has excellent skills in organizing students to practice on the online platform.”

Efficient classroom management and class control competence ensure smooth course progress and effective learning outcomes, making students feel that the lessons are well-organized and the subject matter clear and understandable, thereby enhancing satisfaction. Among these, the teacher's explanation of Chinese language knowledge and organization of online classroom sessions are paramount.

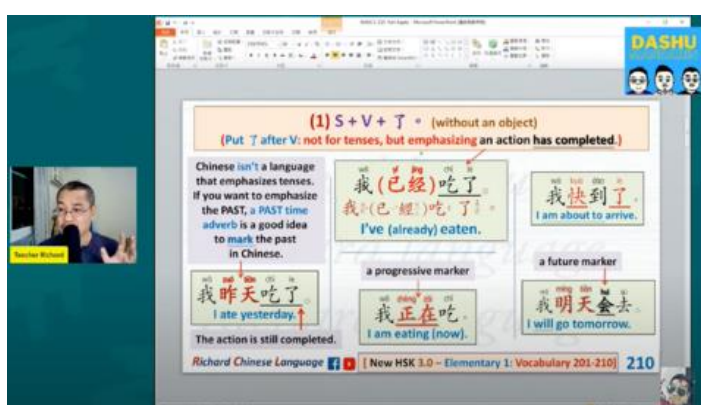


Figure.3. [EP784] New HSK 1 Voc 210 (Elementary): 了 Part 4

Taking Fig. 3, "EP 784 New HSK 1 Voc 210 (Elementary): 了 Part 4" as an example, Teacher Richard explains the specific grammar usage of "了" in the video to reinforce students' understanding through contrasting various grammatical structures. Additionally, immediate questioning is paired with explanations, allowing students with queries to ask directly. The grammar segment includes English annotations, Pinyin, and other content, showcasing the teacher's expertise in grammar.

Moreover, the teacher actively responds to student questions during the open Q&A session and provides practice exercises for students to apply their knowledge. Hence, the organization and management of online classrooms are commendable.

However, due to the limited platform of live streaming courses and lack of supplementary tools post-lesson, which only include videos without additional learning resources, the average score for operational proficiency in online platform usage and organizing teaching resources is relatively low.

### Learner Satisfaction

Learner satisfaction is divided into seven dimensions: quality of the content, social interaction, perceived competence, expectation confirmation, perceived usefulness, satisfaction, and continuous learning intention.

The quality of the content dimension includes the quality of teaching content, platform information, course structure, teaching focus, teaching duration, and practice. Below are the mean score for each question:

**Table 4. Quality of the Content Mean Score**

Quality of the content	Mean
The live teaching content of 'Richard Chinese Live Classes' is high quality and meets my learning needs.	3.48
The teaching platform course of 'Richard Chinese Live' is rich in information and can meet my needs.	3.56
The organization of the course chapters in 'Richard Chinese Live' is reasonable and meets my learning needs.	3.55
'Richard's Chinese Live' highlights the key and difficult points in teaching, which is conducive to my learning.	3.61
The duration of 'Richard Chinese Live' is moderate and in line with my study habits.	3.60
The 'Richard Chinese Live' course has a large number of in-class exercises, which is beneficial to my learning.	3.56

In the quality of the content dimension, the highest scores were for the statements "'Richard's Chinese Live' highlights the key and difficult points in teaching, which is conducive to my learning." and "The duration of 'Richard Chinese Live' is moderate and in line with my study habits." This indicates that Teacher Richard's live classes effectively highlight important and challenging points, aiding learners' studies, and that the teaching duration aligns well with learners' habits.

According to the survey results, we found that Richard Chinese Live Classes mainly focus on the HSK (Hanyu Shuiping Kaoshi or Chinese Proficiency Test). The course announcements also indicate the HSK level and course content in advance. This allows learners to choose based on their language proficiency, making the learning process more systematic for them. The emphasis on key and difficult points in teaching also varies according to different HSK levels.

Additionally, learners are satisfied with the duration of Richard's Chinese Live Classes. The average length of these classes is between 20 to 35 minutes, which is ideal for working learners as it does not take up too much of their spare time.



The social interaction dimension includes aspects such as the timeliness of answering questions, the smoothness of activities, and appropriate learning reminders. The table below shows the mean score for each question:

**Table 5. Social Interaction Mean Score**

Social Interaction	Mean
I think that during live teaching, Teacher Richard always responds to my questions in a timely manner.	3.51
I feel that during live teaching, Teacher Richard interaction was very smooth.	3.61
During live teaching, Teacher Richard's Chinese live classes will provide me with local study reminders.	3.53

According to Table 5, the most prominent aspect in the social interaction dimension is "I feel that during live teaching, Teacher Richard interaction was very smooth." During the live classes, Teacher Richard interacts with learners by answering their questions and providing appropriate learning reminders.

Similar to offline classrooms, live classes also require real-time feedback from the teacher. In addition to directly connecting with learners for communication, Teacher Richard also provides feedback on comments from all online learners through the YouTube live chat.

Perceived competence and social interaction reflect the ways in which students interact with the teacher during online live teaching. Such interaction can enhance learning effectiveness, increase students' engagement and motivation, and help students focus on the content being taught. The survey results are as follows:

**Table 6. Perceived Competence Mean Score**

Perceived Competence	Mean
I believe I can quickly adapt to the teaching method of 'Richard Chinese Live'	3.47
I believe I can master and control the learning progress and content of 'Richard Chinese Live'	3.55

Research results indicate that in the perceived competence dimension, the most prominent aspect is "I believe I can master and control the learning progress and content of 'Richard Chinese Live'." During each live consultation session, Teacher Richard specifies the content and HSK level of the course. Course details allows learners to choose the most suitable courses for their individual needs, thereby helping them to better manage their own learning progress and content.

Hakki et al. (2023) argue that satisfaction is a function of performance impressions and expectations. The expectation confirmation dimension includes evaluations of the learning experience, expectations of course quality, and actual perceptions of course quality. The table below shows the mean scores for each question:

**Table 7. Expetation Confirmation**

Expetation Confirmation	Mean
My learning experience in Richard Chinese Live Classes is even better than I expected.	3.35
Before participating in Teacher Richard's live teaching, I had clear expectations for the quality of the teaching content.	3.40
After participating in Teacher Richard's live teaching, I feel that the teaching content is consistent with my expectations.	3.55

Expectation confirmation refers to learners' evaluation of their learning experience, their expectations of course quality, and their actual perceptions of course quality. The research findings indicate that, compared to other dimensions, the average scores in this dimension are relatively low. The item with the highest score, " After participating in Teacher Richard's live teaching, I feel that the teaching content is consistent with my expectations." suggests that learners have pre-class expectations for the course, and the actual teaching content is generally in line with those expectations. However, learners do not perceive their learning experience as exceeding their expectations. This may be one of the drawbacks of live teaching, where not all learners have the opportunity to directly connect with the teacher, potentially leading to a lower sense of engagement during the learning process.

**Table 8. Perceived Usefulness Mean Score**

Perceived Usefulness	Mean
'Richard Chinese Live Classes' can improve my academic performance.	3.57
'Richard Chinese Live Classes' improve my learning efficiency.	3.59
'Richard Chinese Live Classes' provide me with greater autonomy in my learning.	3.54
In conclusion, 'Richard Chinese Live Classes' is useful to me.	3.65

In the perceived usefulness dimension, the highest score is " In conclusion, 'Richard Chinese Live Classes' is useful to me." This indicates that the course content taught by Teacher Richard is beneficial to the learners. His teaching content primarily focuses on vocabulary instruction, including synonym comparisons, such as the differences between "能 néng" (can), "会 huì" (know how to), and "可以 kěyǐ" (may), as well as words with the same morphemes, such as "今年 jīnnián" (this year), "今

天 jīntiān" (today), and "今晚 jīnwǎn" (tonight). Learners often confuse similar or related words during their Chinese language studies. These topics are prominently addressed in Teacher Richard's live classes, leading learners to find the course very useful for their learning.

**Table 9. Satisfaction Mean Score**

Satisfaction	Mean
I am satisfied with Teacher Richard's Chinese live teaching content.	3.58
I am satisfied with Teacher Richard's Chinese live teaching methods.	3.59
I am satisfied with the teaching resources provided by Teacher Richard's Chinese live classes.	3.61
I am satisfied with the level of interaction in Teacher Richard's Chinese live classes.	3.64
I am satisfied with the teaching effectiveness of Teacher Richard's Chinese live classes.	3.59
I believe that choosing 'Richard Chinese Live Classes' is a wise decision.	3.63
I find the experience of participating 'Richard Chinese Live Classes' enjoyable.	3.63

According to Table 9, the top three highest-scoring items in terms of overall satisfaction are: "I am satisfied with the level of interaction in Teacher Richard's Chinese live classes." "I believe that choosing 'Richard Chinese Live Classes' is a wise decision." and "I find the experience of participating 'Richard Chinese Live Classes' enjoyable." These results suggest that learners are very satisfied with the interaction level in Teacher Richard's classes, perceive their choice to participate in these classes as a wise decision, and have an overall pleasant learning experience.

**Table 10. Continuance Intention Mean Score**

Continuance Intention	Mean
I am willing to continue participating in Teacher Richard's Chinese live classes to improve my Chinese language skills.)	3.62
I am willing to continue learning in accordance with Teacher Richard's Chinese live learning teaching method.	3.65

Research results indicate that most learners have a high willingness to continue participating in live classes. They are eager to enhance their Chinese proficiency by attending 'Richard Chinese Live Classes', reflecting their positive reception of the teaching method and content.

In Teacher Richard's live classes, there are always clear teaching objectives, and his teaching methods play a crucial role in achieving these objectives.

### Correlation Analysis between Teaching Competence and Learner Satisfaction

This part conducts a Pearson Bivariate correlation analysis to examine whether there is a significant relationship between teachers' teaching ability and learners' satisfaction. The specifics are shown in the table below:

**Table 11. Pearson Correlation Analysis Results for Teaching Competence and Learner Satisfaction**

Variable	Learner Satisfaction	
Teaching Competence	Pearson Correlation	.876**
	Sig.(2-tailed)	< .001
	N	220

In the Pearson Bivariate correlation test, a significance (two-tailed)  $p$ -value  $< 0.05$  indicates a significant correlation. According to the data in Table 11, the significance (two-tailed)  $p$ -value for the relationship between teaching ability and learner satisfaction is  $< .001$ , which is less than 0.05. This indicates that the correlation between teachers' teaching ability and learners' satisfaction is significant. Moreover, the Pearson correlation coefficient shows a positive relationship between the two.

To determine the degree of correlation between teachers' teaching ability and learners' satisfaction, this study uses the Pearson correlation coefficient standard proposed by Sugiyono (2007). For more details, see Table 12:

**Table 12. Person Correlation Strength Standard**

Pearson Correlation Coefficient	Strength
0.80 – 1.000	Extremely strong
0.60 – 0.799	Strong
0.40 – 0.599	Moderate
0.20 – 0.399	Weak
0.00 – 0.199	Very weak

Table 11 shows that the Pearson correlation coefficient between teachers' teaching ability and learners' satisfaction is .876. According to the Pearson correlation strength standards in Table 12, this correlation falls into the category of a very strong relationship. The Pearson correlation analysis results indicate that Teacher Richard's teaching ability is strongly related to learners' satisfaction. The better the teaching ability, the higher the learners' satisfaction, and vice versa.

Wang Shuijuan (2020) proposed that teaching ability can be divided into three categories: fundamental teaching ability, lesson preparation competence, and classroom management ability. We

will analyze the correlation between the three dimensions of teaching ability (basic competence, lesson preparation competence, and class control competence) and learner satisfaction.

**Table 13. Pearson Correlation Analysis Results for Teaching Competence Dimensions and Learner Satisfaction**

	Basic competence	Lesson preparation competence	Class control competence
Pearson Correlation Coefficient	.759**	.712**	.840**
Sig.(2-tailed)	< .001	< .001	< .001
Strength	Strong	Strong	Extremely strong

Table 13 shows that all dimensions of teaching ability have a significant positive correlation with learner satisfaction, although there are some differences in their Pearson correlation coefficients. The correlation coefficient between fundamental teaching ability and learner satisfaction is .759, indicating a strong correlation. The correlation coefficient between lesson preparation competence and learner satisfaction is .712, also indicating a strong correlation. The correlation coefficient between classroom management ability and learner satisfaction is .840, indicating a very strong correlation.

It is evident that a teacher's classroom management ability significantly impacts student satisfaction. Teacher Richard's live class students come from all over the world. Although online classes are not constrained by time and space, teachers must have excellent management skills to effectively handle diverse audiences and ensure that the day's teaching objectives are met.

We will also analyze the correlation between the seven dimensions of learner satisfaction and the teacher's teaching ability.

**Table 14. Pearson Correlation Analysis Results for Teaching Competence Dimensions and Learner Satisfaction**

Dimensions	Pearson Coefficient	Correlation Strength
Quality of the content	.779**	Strong
Social interaction	.692**	Strong
Perceived competence	.544**	Moderate
Expectation confirmation	.519**	Moderate
Perceived usefulness	.717**	Strong
Satisfaction	.793**	Strong

Continuous learning intention	.724**	Strong
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Table 14 shows that there is a significant positive correlation between the seven dimensions of learner satisfaction and the teacher's teaching ability. Among these, the dimensions of quality of the content, social interaction, perceived usefulness, satisfaction, and continuous learning intention have a strong correlation, while perceived competence and expectation confirmation have only a moderate correlation. Furthermore, the strongest correlation is with overall learner satisfaction.

## CONCLUSION

### Conclusion

Among the three dimensions of online teaching ability, classroom management ability received the highest average score. Learner assumed that Teacher Richard has excellent skills in explaining Chinese language knowledge, organizing and managing online classrooms and also in organizing students to practice on the online platform. Among the seven dimensions of learner satisfaction, the satisfaction dimension received the highest average score. These data indicate that students are satisfied with various aspects of Teacher Richard's Chinese live classes, including the teaching content, methods, and the teacher's teaching style.

In the correlation analysis between teaching ability and learner satisfaction, the correlation between classroom management ability and learner satisfaction is extremely strong (0.840), indicating that the teacher's ability to manage the classroom is the most important factor affecting learner satisfaction. Fundamental teaching ability and lesson preparation competence also have a strong positive correlation with learner satisfaction, indicating that these factors also significantly impact learner satisfaction. These results emphasize the importance of improving teachers' abilities in these areas to increase learner satisfaction.

The findings suggest that while certain aspects of learner satisfaction such as the quality of content and social interaction are strongly linked to teaching competencies, other aspects like perceived competence and expectation confirmation show only a moderate level of correlation. This indicates that improving teaching effectiveness in areas such as content quality and interaction may have a more significant impact on overall learner satisfaction compared to other dimensions.

### Suggestion

To provide a more comprehensive understanding of the teacher's abilities in live classes, this study also conducted an interview with Teacher Richard to gain deeper insights into the real situation of the live classes. Teacher Richard noted that there are significant differences in students' Chinese language proficiency levels, and students are often unsure about their own Chinese abilities. Consequently, despite the presence of course level classifications in the live classes, there are still instances where students find the teaching content either too difficult or too easy.

In addition to the teacher's own teaching abilities, Teacher Richard also provided some recommendations. He suggested that, despite frequent occurrences of mistakes during live classes, teachers should not be afraid of making errors and should be willing to show their imperfect side to students. Additionally, he pointed out that some teachers might give up on live classes if they do not attract many viewers within a month or two. Teacher Richard recommended maintaining a consistent schedule for live classes every day. Finally, with over a hundred students attending a live class simultaneously, teachers need to manage student inquiries and respond to comments. Teacher Richard's approach is to call out students' names whenever possible, regardless of whether they are members or from different countries, and to highlight students' comments on the screen to make them feel valued and not overlooked.

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