

The Impact of Low Completion Rate of Online Preview Tasks on the Effect of Classroom Interaction in College English

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Abstract: *This paper focuses on the current situation of the low completion rate of online preview tasks and analyzes its specific impacts on classroom interaction in college English: students' participation enthusiasm shows hierarchical decline, the interaction content lacks sufficient depth, and the classroom atmosphere as well as the teacher-student collaborative relationship are damaged. By optimizing task design, improving the supervision and incentive mechanism, and building a connection channel between preview and classroom teaching, this paper puts forward three types of implementable strategies, clarifies the core laws of "cognitive coordination", "goal alignment" and "bidirectional empowerment" between online preview tasks and classroom interaction, and provides practical references for improving the quality of classroom interaction in college English.*

Keywords: *online preview; college English classroom interaction; task completion rate*

1. Introduction

With the deepening of the reform of college English teaching, online preview has become an important link connecting pre-class preparation and classroom teaching, and the quality of its completion is directly related to the actual effect of classroom interaction. However, the prevalent problem of the low completion rate of online preview tasks at present has severely restricted the depth and breadth of classroom interaction. Therefore, from a pure educational and teaching perspective, this paper explores the multi-dimensional impacts of this problem on classroom interaction, puts forward targeted optimization strategies, and provides useful references for solving teaching dilemmas and improving the quality of college English teaching.

2. Modes of Classroom Interaction in College English and Types and Characteristics of Online Preview Tasks

The construction of classroom interaction modes in college English revolves around the dual goals of language application and thinking deepening. Teacher-student interaction focuses on the flexible use of vocabulary and the deconstruction of sentence patterns in discourse contexts, and progressive questioning guides students to sort out the logical context of texts, rather than merely the transmission of knowledge points. Student-student interaction is carried out in groups with collaborative discussions on topics such as cultural comparison and viewpoint interpretation, focusing on the logic and communicativeness of language output, rather than superficial Q&A. The supporting online preview tasks are not the memorization of isolated knowledge points, but pre-class preparations closely related to the goals of classroom interaction. Text study tasks require students to sort out the narrative context and rhetorical features of discourses, so as to accumulate materials for the text analysis interaction in class. Viewpoint rehearsal tasks guide students to initially sort out their personal positions on topics, laying a foundation for the collision of viewpoints in student-student collaborative interaction. Preview tasks designed in the form of task chains require students to enter the classroom with preset research questions, making the interaction more targeted. The core characteristics of these preview tasks lie in their premeditation and relevance, which aim to narrow the cognitive gap in classroom interaction, enable students with different foundations to participate in in-depth interaction, and the quality of their completion directly determines the starting point and depth of classroom interaction^[1].

3. The Impact of Low Completion Rate of Online Preview Tasks on the Effect of Classroom Interaction in College English

3.1 Impact on Students' Enthusiasm for Participating in Classroom Interaction

A low completion rate of online preview tasks leads to an obvious hierarchical decline in students' enthusiasm for participating in classroom interaction in college English. The interactive links designed by teachers usually require students to enter the classroom with pre-class text comprehension and viewpoint reserves. Taking group discussions on "the face theory in cross-cultural communication" as an example, most students who fail to complete the preview cannot analyze the differences in face strategies in different cultural backgrounds combined with specific text cases, such as the differences between euphemistic expressions and direct responses in refusing requests in Chinese and Western cultures. They can only respond passively with the teacher's prompts, and even fall into silence because they are completely unfamiliar with core concepts. A small number of students who have completed the preview can express their views clearly, while the rest lack material support to supplement or refute others' views, and it is also difficult for them to put forward valuable questions. They can only pretend to take notes with their heads down or be distracted from the discussion, turning the expected collaborative interaction into a monologue of a few people.

In the long run, students who do not preview will experience repeated setbacks in participation and gradually form a vicious circle of "no preview → failing to keep up → daring not to speak → even less preview". They may even pre-set that they cannot participate in the interaction and choose implicit avoidance in class, such as deliberately avoiding the teacher's eyes, focusing on textbook content irrelevant to the discussion, quickly flipping through irrelevant pages, or taking on the most minor roles in group interaction and only doing simple note-taking work. Such behaviors not only weaken personal sense of participation, but also spread to surrounding students through the peer effect. Students who are originally willing to try to participate will also retreat due to the low overall atmosphere, resulting in an increasingly quiet classroom participation atmosphere, a sharp drop in the number of students raising their hands actively, and a continuous lengthening of the interval between speeches. Even if teachers try to mobilize enthusiasm with interesting topics or gamified forms, it is difficult to break the psychological barriers formed by students due to long-term setbacks, and ultimately the interaction becomes a formal process^[2].

3.2 Impact on the Depth and Quality of Classroom Interaction Content

The core value of online preview tasks is to lay a cognitive foundation for classroom interaction, and a low completion rate will lead to a significant decline in the depth and quality of interaction content. Taking the interactive interpretation of literary texts as an example, preview tasks require students to sort out the narrative structure, rhetorical features and the author's implicit stance of the text. If students fail to complete the preview, classroom interaction can only stay at the superficial description of "what the story is about", and it is impossible to conduct in-depth analysis of such profound issues as "how the switch of narrative perspective strengthens the theme expression" and "what cultural metaphors are behind the metaphorical techniques". To cater to the cognitive level of most students, teachers have to suspend the discussion of in-depth topics and instead repeat the explanation of the basic plot and basic concepts of the text. The originally designed interactive link of "comparing the ethical dilemmas of different narrative works" can only be simplified to "listing the key events in the text", and the critical thinking of the interaction content is greatly compressed.

The lack of preview will lead to a serious "homogenization of viewpoints" in interaction. Without pre-class thinking, students can only repeat the superficial expressions in textbooks or the teacher's prompts, and it is impossible to form a collision of diverse perspectives. In-depth interactions such as cultural reflection and value analysis that may have occurred cannot be realized. Students who do not preview are not familiar with the core vocabulary and sentence patterns of the text, and even if they have vague views, they are difficult to convey them accurately and fluently, leading to frequent interruptions in the interaction process and even embarrassing scenes of "failing to express one's meaning", which further reduces the quality of interaction. When students who have completed the preview put forward in-depth questions, they fall into an awkward silence because most people cannot respond, and ultimately the teacher has to give direct conclusions, making the interaction a one-way transmission of knowledge and losing the exploratory and thinking training value that college English classrooms should have.

3.3 Impact on the Classroom Interaction Atmosphere and Teacher-Student Collaborative Relationship

A low completion rate of online preview tasks directly damages the coherence of classroom interaction and affects the interaction atmosphere and teacher-student collaborative relationship. Taking the interaction themed "cultural identity" as an example, if students fail to complete the preview, teachers have to stop frequently to explain the core connotation of "identity", sort out the clues of cultural conflicts in the text, and supplement basic background knowledge. The originally coherent interaction rhythm is repeatedly interrupted, and the classroom atmosphere becomes tense and fragmented. Students' original enthusiasm for exploration is constantly consumed in repeated "knowledge supplementation", and they gradually shift from active participation to passive acceptance. Teachers, on the other hand, experience a strong sense of frustration due to frequent adjustments to the teaching rhythm and reduction of interaction difficulty, and they are prone to form a cognitive bias that "students lack learning initiative"^[3]. This bias leads to the gradual superficialization of teacher-student communication: teachers no longer design open and exploratory interactive tasks, but instead choose more controllable closed questions to ensure the smooth progress of classroom processes; students no longer take the initiative to put forward personalized questions to teachers, but get used to waiting for teachers to give standard answers, and even if they have doubts, they choose to hide them for fear of exposing their cognitive deficiencies.

The original collaborative relationship of "teachers and students jointly constructing knowledge" has gradually degenerated into a one-way transmission mode of "teachers output and students receive", and the classroom atmosphere has changed from active exploration to dull depression. In the long run, this atmosphere further weakens the trust between teachers and students. Students who have completed the preview feel disappointed because their views cannot be effectively echoed, and students who have not previewed develop an inferiority complex because they are constantly in a state of "failing to keep up". The collaboration between students also collapses as a result—students who have completed the preview are unwilling to cooperate with peers who have not previewed for fear of affecting the task effect, and students who have not previewed take the initiative to keep a distance out of guilt. Ultimately, the classroom forms a bad ecology of "individual isolation", which not only greatly reduces the current interaction effect, but also hinders the development of students' autonomous learning ability and collaborative awareness in the long run, deviating from the core goals of college English teaching.

4. Optimization Strategies for Online Preview Tasks Based on Improving the Effect of Classroom Interaction

4.1 Optimization for Design of Preview Tasks and Enhancement for Attractiveness of Completion

Optimizing the design of preview tasks must closely focus on the nature of language practice in college English teaching, with the core of "serving classroom interaction and conforming to cognitive laws". The tasks should be neither too superficial to become a formality nor too difficult to cause fear of difficulty, and truly become an effective link connecting pre-class preparation and classroom teaching. For text study preview, a dual-track design of "basic laying—thinking advancement" can be adopted. At the basic level, the focus is on sorting out the logical context of the text, guiding students to mark the functions of paragraphs with serial numbers, circle and draw cohesive words such as transition and therefore and briefly explain their roles, and lay a solid foundation for text comprehension through concrete operations to prepare for in-depth analysis and interaction in class. At the thinking advancement level, open topics are set. Combined with the theme of "cross-cultural communication dilemmas" in the text, students are guided to discuss similar scenarios they have encountered on campus or in life, or analyze the differences between Western values presented in the text and local cultural cognition, enabling students to initially form personalized views in the preview and avoid being at a loss during classroom interaction.

Tasks should be disassembled into short-term completable micro-modules to avoid the psychological pressure caused by lengthy tasks. For example, the preview of an argumentative essay can be disassembled into three independent modules: "locating the core argument", "distinguishing the types of evidence" and "sorting out the argumentation logic". Each module is supported by question chain guidance prompts, such as "whether the evidence supports the argument through factual cases or theoretical interpretation" and "trying to mark the connection path between evidence and argument with arrows", reducing the difficulty of completion through clear guidance. Experiential and creative

elements can be integrated into preview tasks: for narrative texts, students can be asked to visualize the plot development and character relationships with mind maps; for expository texts, they can draw relationship diagrams of core concepts, or describe their cognitive understanding of text characters and initial perceptions of the theme in a few words, instead of mechanically copying words, phrases or the main idea of paragraphs. The dullness of preview can be broken by diversified task forms, which can let students transform from "passively receiving instructions" to "actively exploring and discovering", and naturally improve the internal motivation and quality of task completion.

4.2 Improvement on Supervision and Incentive Mechanism for Preview and Increase on Task Completion Rate

Improving the supervision and incentive mechanism must be based on students' learning psychology, focus on positive guidance, and build a closed-loop system of "peer mutual assistance—achievement feedback—value recognition". It is needful to establish heterogeneous peer supervision groups, with reasonable collocation according to students' learning foundation and autonomous ability. Meanwhile, a task coordinator is designated for each group, who is responsible for reminding group members to complete the preview and summarizing the puzzles and discoveries in the group preview. Groups are not required to submit complete preview assignments, but to focus on core questions and unique insights and sort them out into 1-2 pages of group preview notes. Teachers grasp the overall preview situation by reviewing the group preview notes, which not only reduces the burden on teachers and students, but also reduces the probability of individuals evading tasks with the help of mutual supervision and support among peers. Process feedback should be accurate and timely: teachers make targeted lesson preparations before class for the common puzzles in the group preview notes and respond directly at the beginning of classroom interaction, making students feel that their preview achievements are valued; for individual problems, specific guidance is given through online messages after class to avoid general evaluations.

The incentive mechanism should be deeply bound to classroom interaction, and the quality of preview completion should be linked to the participation rights of classroom interaction tasks. Groups with high-quality preview completion can be given priority to choose high-level interactive tasks, such as viewpoint debates and theme seminars. To achieve these, characteristic awards, such as the "Creative Preview Award" and the "In-depth Thinking Award", can be set up and brief commendations in class every week should be conducted. Award-winning students can obtain priority opportunities for classroom presentation or the right to initiate topics in group interaction. It is needful to reserve 3-5 minutes of "preview achievement sharing" session in each class, invite different groups to share their gains and questions in the preview, and realize the immediate presentation of preview achievements to strengthen students' sense of accomplishment and participation^[4].

4.3 Construction of Feedback and Connection Channel Between Preview and Classroom and Enhancement for the Relevance of Interaction

The core of building a connection channel is to realize the seamless connection between preview and classroom interaction, making preview achievements truly the starting point and material of classroom interaction, rather than an isolated pre-class task. Teachers need to systematically sort out the common problems and individual insights of students in the preview in advance, transform them into the core topics of classroom interaction, and construct a question chain of "basic questions—in-depth exploration—expansion and extension". Aiming at students' vague cognition of the text theme in the preview, it is needful to design the basic interactive link of "sorting out the core viewpoints of the text"; aiming at the questions about cultural differences raised in the preview, it is needful to design the in-depth exploration link of "seminar on the comparison of cultural concepts"; aiming at the extended thinking shown in the preview, it is needful to design the extension link of "analysis of phenomena related to the theme", making the classroom interaction proceed step by step along the students' cognitive logic.

It is important to transform individual and group preview achievements into direct materials for classroom interaction, display students' mind maps, viewpoint notes and other works in class, and let students discuss around their peers' preview achievements, such as "Do you agree with the sorting of text logic in this mind map?" and "What supplements do you have combined with this viewpoint note?", which naturally triggers the collision of thinking. At the beginning of the class, a 5-minute "preview review micro-interaction" can be set up, focusing on the common mistakes in the preview, such as the misunderstanding of a certain core concept and the misreading of text logic. Through collective error

correction and group analysis, students' learning state is quickly activated while correcting cognition. At the end of classroom interaction, "preview extension tasks" should be set up. Based on the achievements of classroom discussion, it is needful to let students supplement and improve their preview notes, or design the direction of the next preview around the newly generated questions, forming a virtuous circle of "preview—interaction—re-preview", and making preview and classroom interaction promote each other and integrate in depth.

5. The Influence Laws Between Online Preview Tasks and Classroom Interaction in College English

There is an in-depth influence law with "cognitive coordination" as the core between online preview tasks and classroom interaction in college English, which is essentially a dynamic adaptation relationship between pre-class preparation and classroom practice^[5]. The quality of preview task completion directly determines the cognitive starting point of classroom interaction. A complete preview enables students to enter the classroom with basic cognition such as text logic sorting and viewpoint rehearsal, making the interaction break away from the superficial state of "knowledge supplementation" and naturally move towards in-depth exploration; a low completion rate will lead the interaction into a chain reaction of "lack of basic cognition—participation barriers—quality decline", which highlights the prepositive value of preview as the "cognitive foundation" of interaction. The coordination of task design is a key variable regulating this relationship. When the goals of preview tasks and classroom interaction are highly consistent, the pertinence and effectiveness of interaction will be significantly improved, such as preview focusing on "topic exploration" corresponding to interactive tasks like "viewpoint debate" and preview focusing on "text deconstruction" connecting with interactive tasks like "logical analysis". General preview that is divorced from the needs of interaction, even with a high completion rate, is difficult to be transformed into high-quality classroom interaction, which reveals the core principle of "goal alignment" in task design. There is also a circular law of "bidirectional empowerment" between the two: the response and expansion of preview achievements in high-quality interaction will strengthen students' cognition of the value of preview, thus improving their initiative in subsequent preview; a sustained and stable preview habit will provide more sufficient thinking materials for classroom interaction, promote the spiral improvement of interaction quality, and form a benign closed-loop of teaching ecology.

6. Conclusion

There is an inseparable dynamic relationship between online preview and classroom interaction in college English, and a low completion rate will weaken the interaction effect in three aspects: participation, depth and atmosphere. The strategies proposed in this paper, such as task optimization, supervision and incentive, and connection construction, provide feasible paths for improving the current situation of preview and strengthening the relevance of interaction. Only by grasping the core law of "cognitive coordination" between the two and realizing the in-depth integration of preview and classroom interaction can a benign teaching ecology be constructed, helping college English teaching achieve the dual goals of language application and thinking deepening.

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