Nature of Feedback and Interaction in Online Courses during COVID-19

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ABSTRACT

Feedback and interaction are essential parts of the learning process. No effective teaching and learning can take place without proper interaction and effective feedback. This study investigates the nature of feedback and interaction in online courses during COVID-19 during the academic year 2020/2021. The researchers employed both qualitative and quantitative research methods to achieve the purpose of this study. The study sample consisted of 115 students who are majored in the English language at Hebron University Moreover, four instructors were interviewed regarding the nature of interaction and feedback during COVID-19. The analyzed inputs of the questionnaire have shown that most of the students did not practice E-learning before, and they have internet connection in their home. Furthermore, most of the students agreed that face-to-face classes are better and more valuable especially in terms of interaction, online learning is considered as an effective way to maintain the communication during the pandemic and the nature of feedback given from instructors affect students' interaction. Moreover, instructors can motivate students to interact with them and with other students during online sessions. It is important to mention that online assessment is criterion that instructors need to take into consideration. In addition to students' attitudes towards online interaction and feedback, teachers during interviews expressed their preference to face to face learning, and they think that interaction and feedback during online sessions are different and less fruitful than face-to-face teaching. At the end of this study, the researchers suggested some recommendations that may be achieved to improve the nature of interaction and feedback during the current situation.

KEYWORDS

feedback; interaction; COVID-19; online learning; evaluation; assessment

INTRODUCTION

Education has passed through different stages, as people started learning at home and then moved to different educational institutions. The traditional school system used in schools has been adopted, where by the teacher gives information to be delivered directly to the student without mutual interaction between them. Smith and Smith (2014) clarified the concept of passive learners whose mission is to receive the message addressed to them from the instructor without actual interaction and discussion of the teacher so that the teacher is the center of the educational process.

After that, studies and experiments were conducted on the importance of effective communication between not only the instructors and the students but among the students themselves, which affects the educational process and the students' understanding. This

communication leads to effective results and gives better feedback to instructors to improve their teaching methods and the level of their students as Hurst, Wallace and Nixon (2013) discussed the impact of interaction and how it improves students' experience, reinforces their knowledge, and promotes their critical thinking and problem-solving.

The interaction and feedback take place in the classroom as one of the most important cores of the educational process, so the interaction must be only between the student and the teacher, but between the students themselves. Whereas, over the past nine decades, as mentioned by Green and Joo (2017), several programs and studies have been adopted that focus on the methods and nature of the interaction between educational elements and approaches that instructors use with their students. In addition, a study conducted by Seedhouse (1996) showed the importance of using the discourse style and the dialogue between the learner and the teacher so that they exchange experiences and knowledge, which positively affects the performance of both. A number of studies have been conducted proved the importance of interaction and communication of all kinds in classes such as Nurmasitah (2010) and others. Therefore, after conducting a number of studies during the past decades, permanent interaction between students and the teachers, the teacher has to play his role in encouraging his students to interact between them, and between the materials given due to the great benefit of communication in the classes.

Moreover, feedback plays an important role in the classroom, as it improves the performance level of students. It is related to students 'evaluation and assessment process. Feedback makes education useful and effective; in face-to-face classes teachers provide feedback directly after correcting students' tests and assignments, Teachers correct frequent and common mistakes that need to be solved. Klimova (2015) comments that during face-to-face class when the teacher points out some of the common errors students made in their essays and which should be improved. E-learning feedback has great importance in the continuity of education, where education is more effective in which the feedback is more accurate between both students and the teacher. Nasir, Yaacob and Ismail (2019) say that the key to effective online learning is through the active participation of students and instructors.

In the last two years during 2020-2021, Corona pandemic affected all aspects of life and there was a lockdown that prevented large gatherings. The world now shifted to online communication especially in education and work. As a result most educational institutions turned into e-learning platform during the lockdown as mentioned by Soni (2020) "Especially in the education system e-learning has been found to be a significant tool for effectively continuing the teaching-learning process during the lockdown". The educational platform has become reliant mainly on e-learning. E-learning has been credited with continuing educational process due to the closure of schools and universities to limit the spread of the pandemic.

Therefore, it is inevitable that students and teachers faced many challenges and difficulties dealing with this new educational system besides the advantages, especially in developing countries due to the limited supplies and methods they have. As mentioned by Almaiah, Khasawneh and Althunibat (2020) "The provision and usage of online and e-learning system are becoming the main challenge for many universities during COVID-19 pandemic. However, the successful usage of e-learning system relies on understanding the adoption factors as well as the main challenges that face the current e-learning system."

The biggest burden is on the instructors and students in terms of their interaction and continuity of education in which instructors and students should maintain the appropriate interaction and feedback, even though it is through the internet devices in which Yengin, Karahoca, Karahoca and Yücel (2010) pointed out that "Feedback is the most important

factor of any kind of communication, especially in learning. While designing and implementing learning activities teachers need to be very aware of providing good feedback. In distance learning the feedback has more importance because the lack of face to face interaction." Lack of instructors' feedback during the online courses affects learning outcome and students' interaction. Since proper and sufficient feedback lead to an interactive atmosphere, and motive students' learning interest.

After these changes in the last two years, the nature of interaction and communication in the education classroom has also changed than it was in previous times as a result of COVID-19 pandemic. However, this did not prevent students and instructors from completing the educational process in which interaction is taking place between teachers and students, each from his room far from face-to-face interaction. Communication using different types of electronic devices and various applications fit with the learning situation, which imposes new challenges on students and teachers such as the electronic competence required of instructors to be able to achieve the basic goals of the educational process as mentioned by Wut and Xu (2021) in their study. In addition to interaction, the pandemic did not prevent the teacher from giving feedback to students. Teachers continue to give students effective feedback by using many methods and applications to collect assignments and exams from students and give them the information and comments which aim to develop their performance as it was explained that the teacher should give individual or group feedback to students to evaluate students and improve their learning competence.

The researchers write most of this research during the Corona pandemic, as they complete the last four semesters online, so they are witnesses of the status of online learning, how students deal with it and how to interact and get feedback from their teachers. In addition, interviews and a questionnaire are conducted with instructors and students to search the nature of interaction and feedback in electronic classrooms, and the advantages and disadvantages of education during the COVID-19 pandemic.

Statement of the problem
This study looks into the nature of feedback and interaction during COVID-19 in which it illustrates online feedback and interaction in classes during the pandemic. The study handles general attitudes towards online learning. Moreover, it investigates and clarifies obstacles that students and instructors are facing while they are dealing with the new educational system. The study also demonstrates the nature of assessment and evaluation during the pandemic in which some students particularly in Hebron University have some negative attitudes towards online assessment that make them disappointed.

Research questions:
1. What is the general attitude of students towards online learning?
2. What is the nature of feedback in online courses during COVID-19?
3. What is the nature of interaction in online courses during COVID-19?
4. What is the general attitude of students towards evaluation and assessment in online learning?

Significance of the study:
Due to the spread of COVID-19, the doors are closed to all forms of human interaction. Therefore, the world relied on virtual interaction in the field of work, education, commerce, etc.. As a result of the sudden shift in the educational field, and problems that instructors and students are facing while they are dealing with technological methods, the researchers throughout the study examine the impact of the Corona pandemic on the educational field in

general and on the field of interaction, feedback and academic evaluation in particular. The researchers hope that this study be able to reach all those people who are interested in developing the educational system especially during Corona pandemic. This study will shed light on the nature of interaction and feedback during COVID-19 to find students and instructors attitudes towards online teaching in order to facilitate interaction and feedback in online classes, and to make learning process more effective.

LITERATURE REVIEW

This research provides research papers on interaction and feedback that occur between instructors and students in online classes during COVID-19. Therefore, the researchers will start showing papers that investigate online feedback, assessment, and evaluation. To start with, Leiboland Schwarz (2015) discussed different practices for giving the appropriate online feedback for students. Furthermore, the researchers showed different ideas for giving online feedback in different ways such as video recording, written words and live web-based conferencing. They illustrate that there are many reasons why instructors should have the skill of giving online feedback to improve the learning process. This study is based on practical strategies for instructors to give online feedback. These strategies include addressing the learner by name, providing frequent, immediate and specific feedback, use a positive tone. They explained Positive and Negative examples of feedback.

In addition, Rapanta, Botturi, Goodyear, Guàrdia, Koole (2020) carried out a study to investigate feedback issues that if the teachers are not prepared to give online feedback this will lead to problems for students and lots of risks. They add that online environment needs cooperation between the teachers and students, so teachers should be ready to give an effective feedback.

Saeed, Ghazali, Sahuri, Abdulrab (2018) conducted a study aimed to participate students to online peer feedback on writing in the Facebook group. The researchers indicated that teachers were considered as the only resource to give feedback so they should advise their learners to engage themselves with online peer feedback. This study concludes that peer feedback is used to improve student writing skills. Also, social networks are considered effective tools for peer feedback.

Matas and Allan (2005) conducted a study to examine the importance of feedback and using online as a new method. The study concludes that online learning help students practice the second language more and more throughout dialogue with students and teachers. Moreover, online feedback is an effective way to assess learners. It is important to mention that formative feedback uses to increase students' performance and develop their learning outcomes.

Zahida, Farrah and Zaru (2014) investigated the effects of written feedback on writing Skill of Students at Hebron University, the researchers conducted a study on Sixty Hebron University sophomores divided into three groups, and the researchers used two instruments for collecting data: questionnaires and tests. The results of the study demonstrated that meaning-focused feedback has a great role in the development of students' writing and it allowed them to be better writers.

Klimova (2015) conducted a study with the aim to talk about the importance of feedback and to emphasis on its different forms. Feedback has many forms such as assessing students' assignments; analyzing students' self-reflective essays and their diary writing; and doing focus interviews, the researcher added that each form has its advantages. This study concluded that feedback forms contribute to student and instructor performance. Moreover, any kind of feedback plays a major role in the assessment process. Finally, feedback helps students to determine their weaknesses and strengths.

There are many research papers that examined the traditional interaction between teachers and students, and between the students themselves, such as Monalisa (2017) who explained the traditional interaction, and explored which method is better to improve students in writing. The information were based on the opinions of four English writing lecturers with experience in the field of teaching writing at State Islamic University Sulthan Thaha Saifudin Jambi in Indonesia. The results showed that there is an oral and written interaction, according to lecturers' point of view written interactions achieved better feedback for the students, especially the long comments that clarify their mistakes in the drafts and thus get better results. Moreover, Yousef (2016) conducted a study to know the effect of interaction in the classes on the abilities and skills of students in academic writing. The researcher used a set of tables to illustrate each idea proposed in each chapter of the research. The results of the study have shown that the interaction in the classroom is not only between the student and the teacher but also between the students themselves. Therefore, this positively affects academic writing and supports the sentences they make by giving them more ideas about the topics. In addition, interaction improves students 'performance and enhances self-confidence.

However, as a result of the Corona pandemic that led to the closure of educational institutions and the transfer of education via the Internet, studies have transferred to discuss the impact of the pandemic on interaction in online classes. Therefore, a group of researchers in India conducted a quantitative and descriptive study in the period between June and August 2020 on the effect and effectiveness of e-learning that most countries in the world were forced to follow as a result of Corona virus, which has stopped educational institutions at the present. Therefore, these researchers created an electronic questionnaire to view the opinion of 184 students enrolled in various universities of NCT of Delhi, India, namely Delhi University, Jamia Millia Islamia (Central University) and Guru Gobind Singh Indraprastha University which is about the electronic education at the present as a result of using this platform, their interaction with it, and its effect on the interaction between instructors and students after it differs from the traditional interaction. The article talked about the positive effect of distance education and the acceptance of students and teachers, this platform is easy to deal with, but it still has a negative impact in terms of isolation, the inability to see the teacher and the student, and interact with each other directly. Thus, the goal of this article was to examine the perception of electronic education during the quarantine of COVID-19. The study concluded by clarifying the results that indicate the importance of developing the electronic process and improving the interaction between students and the educational staff.

Alahmadiand Alraddadi (2020) indicated in the study that she conducted on a group of university students consisting of 90 students registered in the preparatory year program at the Saudi English Language Center. The students' level was determined as (A2) according to the Common European Framework of Reference for Languages. The data collection was based on a questionnaire consisting of 19 statements to explore the effectiveness of interaction in the second language classes, and if it had an impact on learning and development in the second language. The study clarified the effectiveness of interaction and feedback between instructors and students. Thus, virtual learning is recommended in ESL contexts.

Handayani, Drajati and Ngadiso (2020) illustrated the situation of COVID-19, and presented the educational conditions that were followed in Indonesia as the closure of institutions and transferring studying to online education. Therefore, in this study she specialized in providing and encouraging students in writing methods that can be used in a period E-home education. Therefore, it presented some articles that discussed this topic and made a set of suggestions for teachers and students to interact in the field of writing via the

Internet. The study aimed is to present and explore information that can help second language learners to write despite the electronic circumstances in which they are placed. The results of this study according to the limited interaction and communication between students and teachers, they were able to find some writing methods available at the present, such as Paragraph Punch, ProWritingAid, and Edmodo.

Wut and Xu (2021) conducted a study explaining the current situation and the effects of Corona virus on education and academic interaction, whether between the student and the teacher or between the students themselves, using detailed interviews with seventeen university students and seven professors to find out what the effects of the Corona pandemic had on educational institutions. The intended goal of conducting this study is to know the challenges that students and teachers face in interacting with each other in light of the pandemic, in addition to suggesting some available measures to facilitate interaction in educational institutions. The researchers reported that teachers face challenges in students' participation despite their attendance, student numbers, online experience, and informal explanations and comments all affect teaching effectiveness. While the results on the interaction between the students themselves showed that it is difficult to interact with each other, as they were sharing ideas and suggestions that come to their minds directly, and this is not available in distance education.

RESEARCH METHODS

Research Design

This study adopted quantitative and qualitative approaches in which Apuke (2017) illustrates that "quantitative research deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how". In addition, Palmer and Bolderston (2006) define qualitative approach as "an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomenon through the subjective experiences of the participants". The quantitative was done via a questionnaire, and the qualitative was done through interviews.

Participants

Interviews were done with four English instructors in English Department at Hebron University (two females and two males), their mother tongue is Arabic, and their ages ranged from 26 to 60. They were asked to answer four questions through Email due to the pandemic situation. They were asked to clarify their attitudes towards feedback and interaction in online classes during COVID-19. The questionnaire form was designed by using Google Form due to the current situation; also it was conducted via online applications, such as Gmail, Facebook, and Google classroom on 115 (102 females as 88.7% and 13 males as 11.3%) major English students at Hebron University. They were from different English (majors and their ages are between 19-22.

Data Collection

To achieve the aim of this study, questionnaire and interviews were conducted to collect the data. The questionnaire was divided into five sections, and it includes 34 items. Each item belongs to a section in which the first section of the questionnaire handles demographic data that include gender, academic level, and two questions to know whether students have participated in any type of e-learning before and if they have an internet connection at home.

The second section dealt with 9 items talking about general attitudes toward Online Learning. The third section included seven items about feedback. The fourth section included 12 items about interaction. The fifth section dealt with 6 items about evolution and assessment. Likert Scale was used in the questionnaire, and items were arranged from strongly agree, agree, neutral, disagree, and strongly disagree to demonstrate the level of agreement and disagreement.

RESULTS AND DISCUSSION
The general attitudes towards online learning during COVID-19.
The following table 1,2,3, 4 and 5 reveal the results of the study.

Demographic Data

Table 1 shows more detail about **students' situation** during COVID-19 in which the researchers asked students two questions, and the results show the following:

Table 1. Students' Demographic Data

	Variables	Frequency	Percent
Gender	Male	13	11.3
	Female	102	88.7
	Total	**115**	**100.0**
Academic level	Freshman	7	6.1
	Sophomore	27	23.5
	Junior	16	13.9
	Senior	65	56.5
	Total	**115**	**100.0**
Have you ever participated in any type of e-learning before the pandemic?	Yes	39	33.9
	No	76	66.1
	Total	**115**	**100.0**
Do you have an internet connection at home?	Yes	107	93.0
	No	8	7.0
	Total	**115**	**100.0**

In this table the researchers asked students about general information to determine their situation in the online learning where 39 students have practiced e-learning before the pandemic while the majority which (76 students) have not participated in e-learning before. The second question showed that the majority of the students have internet connection. However, there are eight students who have no internet connection in their home.

Table 2. The means of general attitudes towards online learning during COVID- 19

No.		M	SD.
4	Face-to-face classes are better and more valuable, especially in terms of interaction.	4.14	1.083
9	Online learning is considered an effective way to maintain interaction between the teachers and students during COVID-19	3.72	1.048
1	I strongly believe that online teaching has potential.	3.48	1.012
6	The online sessions provided a valuable learning experience.	3.30	1.076
8	Class participation and discussion in the online environment is good.	3.12	1.148
2	Online classes increase students' confidence.	3.12	1.069

7	Online learning helps students involved all throughout the course.	3.03	.986
3	Online classes increase students' participation.	2.91	1.144
5	I talked with other students about the online sessions and received positive feedback.	2.86	1.107

Table 2 consisted of 9 items that indicated the general attitudes about online learning during the pandemic. Item 4 (M=4.1) got the highest mean. It is about face-to-face classes and how they are better and valuable than online sessions. Item 2 (M=3.1) shows increasing students' confidence in online learning. Item 3 (M=2.9) demonstrates the increase of students' participation in online classes, and item 8 (M=3.1) suggests also the effectiveness of class participation and discussion in online classes. In addition to items 3& 8, item 7 (M=3) shows that online learning helps students to get involved in the course. Item6 (M=3.2) & item 9 (M=3.7) consider that online learning is an effective way, and provide a valuable learning experience. Furthermore, online learning has potential as suggested in item1 (M=3.4). It should be noticed that the items that got lowest mean are items 3 (2.91) "Online classes increase students' participation" and 5 (M=2.8) " I talked with other students about the online sessions and received positive feedback"

Table 3. The nature of online feedback during COVID-19

No.		M.	SD.
14	Lack of feedback from instructors affects students' interaction	3.90	.892
17	Giving positive feedback during the online classes increases the interaction between students and instructors	3.86	.936
13	Feedback to students is provided in a manner that is constructive and non-threatening	3.25	.916
12	Feedback to student questions is provided in a timely manner	3.23	1.012
11	Feedback to student assignments is provided in a timely manner	3.10	.902
16	Online feedback is better than traditional feedback during the pandemic.	3.01	1.136
15	Instructors provide students with sufficient feedback on their assignments	2.99	1.047
10	All teachers are qualified to give good online feedback to their students.	2.73	1.165

Table 3 includes the items relate to online feedback. As the table shows, item 14 and 17 got the highest mean (M=3.8) indicate the effect of lack feedback on students, and the increase of interaction between students and instructors due to the positive feedback during online sessions. Item 15 (M=2.9) demonstrates the sufficient online feedback that is provided by the instructors to students' assignments, while item 16 (M=3) illustrates that online feedback is better than traditional feedback. In addition, item 11 (M=3.1) and item 12 (M=3.2) show that the feedback of students' questions and assignments is provided in a timely manner. In addition to item 12, item 13 which have the same mean (M= 3.2) suggests that feedback that is given to the students is constructive and non-threatening. Item 10 got the lowest mean (M=2.7). This suggests that not all instructors are qualified to provide effective online feedback

.**Table 4.** The nature of online interaction during the pandemic.

No.		M.	SD.
20	Instructors should follow certain methods to encourage students to interact with them during online meetings.	4.03	.794
22	Lack of online support for students hinders maintaining proper interaction	3.66	.877
18	Instructors have the ability to motivate students to interact with them appropriately.	3.48	.892
19	Instructors and students face difficulty in interacting together through online applications.	3.43	1.061
23	Methods of teaching in the online environment motivate students to have proper interaction.	3.42	1.084
24	Students feel comfortable asking questions about the course content.	3.39	1.015
27	My questions were answered accurately and promptly when I had questions.	3.35	1.018
21	Instructors allow students in online classes to interact with each other to understand the material.	3.23	1.001
28	My complaints to the online instructors were addressed adequately.	3.15	.984
25	I find my online language classes highly interactive.	3.02	1.068
26	There is sufficient interaction with other students to meet my needs.	2.97	1.038

As Table 4 shows, the highest is item 20 (M=4) which indicates that instructors should follow certain methods to encourage students to interact with them during online meetings. Items 18 & 19 & 23 got the same mean which is 3.4 in which item 19 reveals that instructors and students face difficulty in interacting. Also item 18 and 23 show that instructors have the ability to motivate students and to have a proper interaction, items 24 & 27 have the same mean which is 3.3 which demonstrate students feel comfortable asking and questions should be answered accurately and promptly. Item 21 (M=3.2) indicates that instructors allow students in online classes to interact with each other. Item 25 (M=3) asks if students' online language classes are highly interactive. Item 22 manifests that lack of online support for students hinders maintaining proper interaction. Item 26 (M=2.9) which earns the lowest mean which debates that there is sufficient interaction with the online instructor to meet students' needs.

Table 5. The nature of online evaluation and assessment during COVID- 19.

No.		Mean	SD.
30	Online assessment has criteria that instructors need to take into consideration.	3.78	1.074
34	Instructors took the necessary measures to prevent cheating in electronic exams and assignments	3.44	1.086
32	The evaluation process helps to improve the teaching/learning outcomes.	3.34	1.099
33	Assessment activities (tests, quizzes, essays, presentations, etc.) contributed to my confidence	3.23	1.101
29	Evaluations of our quizzes, exams assignments and term papers were done in a fair manner	2.92	1.133

31	Instructors can give a fair evaluation to all students in online assessment during COVID-19.	2.83	1.270

Table 5 includes items that are related to online assessment and evaluation during COVID-19. The items are arranged from the highest item which is item 30 (M=3.7) that suggests that online assessment has criteria that instructors should follow. Item 29 (M=2.9) demonstrates that evaluation which were given through quizzes, exams assignments and term papers was fair, while item 33 (M=3.2) concerns the effect of assessment activities on students' confidence. Item 32 (M=3.3) shows the evaluation process helps in improving the educational process, and item 34 (M=3.4) reflects that instructors took the necessary measures to prevent cheating. It should be noticed that the lowest item is item 30 (M=2.83) that discuses instructors' ability to give a fair evaluation during the pandemic.

Discussion

The beginning of the questionnaire is an introductory question that illustrates the students' situation during the pandemic. Therefore, the researchers in the first question asked about whether the students have practiced e-learning before COVID-19 or not, and it revealed that most of the students did not experiences e-learning before, which explain the difficulties that a lot of students face dealing with online procedures. While the second question searched if students have internet connection in their home, the results showed that most of the students have internet connection in their home which is very good in which students can interact and study using internet applications. However, there are eight students who do not have any internet connection in their home which is a problem that needs to be solved by competent authorities due to the obstacles that these students have to continue their study as proven by Dhawan (2020), "Not all the teachers and students have access to all digital devices, internet, and Wi-Fi. Unavailability of proper digital tools, no internet connections, or iffy Wi-Fi connections can cause a lot of trouble due to which many students might lose learning opportunities. Efforts should be taken by institutions to ensure that every student and faculty is having access to the required resources."

As shown in the results above Item 1 indicates that online learning has a potential due to the current situation that relates to item 9 which shows that online learning is considered an effective way to maintain interaction between the teacher and student during the pandemic as proved by Jena (2020) that online learning is the best solution during COVID-19. Nevertheless, in the absence of Corona, face to face education is the best for students and instructors as shown in item4. That is, face to face interaction is better than online sessions as received by the students in which students prefer to attend in a real classroom with face-to-face interaction with the teacher, due to online difficulties that teachers and students face. That is, students in face to face classes are more active due to the educational atmosphere around them in which students take the educational process in traditional classes more seriously. Moreover, online learning helps students to get involved in the class through the course as suggested in item 7 (M=3).

Item 5 in Table 2 above got disagreement from students' side due to the quality of education during online learning being lower than face to face classes in which students prefer the interactive atmosphere. Also, online sessions decreased the motivation of students to learn in which they prefer entertainment sites, due to spending a lot of time in front of the computer screen and websites. In addition, online learning provides information to students in a segmented way, so that the student cannot have an integrated understanding of the educational material. Online learning is boring if the presented material is devoid of audio and visual effects that attract the learner to learning.

As suggested in item 14 and 17 that they got the same mean (M=3.8), online feedback and interaction have an inverse relationship in which the more positive the feedback is, the more the interaction is, while the online interaction is absent feedback is absent too. As illustrated by Gray and DiLoreto (2016) study which explained the positive effects of the courses that include interactive atmosphere when an instructor is a supervisor and commenter on what students are doing. That is, students have positive point of view on what they have learned when they interact and communicate with each other. Students disagree that all teachers are qualified to give good online feedback. In reference to item 10 that obtain the lowest mean in table 3 (M=2.7) due to several reasons, such as the teachers do not have sufficient experience dealing with technology in which they face a lot of difficulties using these methods. In addition to the teacher with little experience, elderly teachers are not costumed with online learning and sessions. Also, The Ministry of Education may not provide them with sufficient training materials to cover all aspects of online learning method. Students revealed their disagreement towards feedback that instructors provide, and describe the nature of online feedback as "insufficient" as shown in item 15 (M=2.9). While item 12 (M=3.2) & item 11 (M=3.1) & item 13 (3.2) demonstrate that effective feedback shall be provided in a timely manner, constructive and non-threatening which means that students need the provided feedback on the required time, and to be clear and fruitful in which it meets students' educational needs. Also, students shall not feel worried or threatened from this feedback, as stated by Beverley & Mahler & Greg & Kimberley & Margaret (2009) that effective feedback includes students' involvement and it is given in gentle guidance , positive, constructive, and in a timely manner. Regarding item 16 (M=3), students were neutral when it comes to them to choose, which is better between traditional and online feedback, due to the sudden, fast and unplanned, shift into online learning which made students confused in choosing between which is better face to face education or online learning since they do not have sufficient information and experiences with online learning as in traditional education.

Interaction is the core of the educational process in which teachers and students communicate and share experience. However, COVID-19 shifted the nature of educational interaction in which students and teachers have to interact using internet applications, which may cause difficulty in communication. Nevertheless, students indicated in their responses to item 19 (M=3.4) that some teachers and students face a lot of difficulties while they use different online applications. In item 22 (M=3.6), students agreed that positive online motivation and support from the teacher side hinder the proper interaction as proved through OCED organization report (2020) illustrated the learning during Corona pandemic, and mentioned that students need positive support and good motivation than critical support that affects interaction in online classes. In addition to item 23 reflected the agreement of the students in which instructors shall follow different methods to encourage students to interact with them during the online meetings, such as giving extra marks, or adding some games that teach and motivate students at the same time. As Mahmood (2020) indicates in his study various ways to create an interactive environment in online sessions to enhance students' learning and interaction which motivate students to participate and interact during the online class. Item 28 shows another aspect of online interaction during Corona in which it indicated that instructors address students' complements adequately; the researchers think that this idea differs from one instructor to another according to their technological abilities and their way of teaching.

In reference to item 26 students were neutral that there is sufficient interaction with other students during the online meetings, teachers sometimes allow students to ask, argue, debate and answer questions with each other, so the students are satisfied with online interaction.

While other students were not satisfied with interaction with their classmates during the online sessions. Therefore, the researchers think that is based on students number and teachers' online abilities. The students want to learn and make full use of online learning to take advantage of this opportunity, so the teacher must engage the learner in a meaningful activity that serves the achievement of the learning goals. Therefore, Students ask questions while they are not afraid and have the strength to speak and interact in the online section as illustrated in the items 24 and 27 which got the same mean (M=3.3). According to items 21, students agree that they interact positively with each other, this is what Abrami & Bernard & Bures & Borokhovski call it as collaborative learning in which students help and work with each other so they can understand the material. In reference to item 18 (M=3.4) Students also agree that teachers have the ability to motivate students to interact with them. As Yengin & Karahocab & Karahocab & Yücelb (2010) report that " In the e-learning as long as the most of the students will be at a distance the motivational factors get more importance to make them be connected into the lesson material".

Table 5 contains 6 items that demonstrate the evaluation and assessment process during online learning. As mentioned in item 30 (M=3.7) students agree that online assessment should include different criteria that should be taken into consideration because it is not permissible for the teacher to evaluate the student's level on fictitious criteria. Criteria are the basis by which teachers can determine the extent of student's development, progress achieved and weaknesses that must be avoided, so for this it should be taken into consideration. There is corresponds between the two items 31 and 29 which they revolve in the same concept fair assessment, students agree that there is a real absence of fair evaluation and assessment , also Tierney (2016) explained in his study that" Fairness in educational assessment is complex, and it cannot be ensured through any one practice". There are many reasons why teachers are not giving a fair evaluation to their students, for example in the online classes, there are huge numbers of students and this leads to difficulty assessing all of them, or that the teacher has more than three classes where the teacher is subjected to pressure, which makes him evaluate faster. In addition, it is possible that students feel that he is unfairly assessed because he exerted an effort in unnecessarily, and he claims that it is unjust.

Evaluation has many advantages in which contribute to increasing the students' confidence and this is what students agree on in item 31 that Assessment activities (tests, quizzes, essays, presentations, etc.) contributed to my confidence as McMillan and Hearn (2008) demonstrate that students' assessment plays a major role to reinforce students motivation, enhancing interaction and to give them a meaningful education. In item 34 students agree that instructors took the necessary measures to prevent cheating in online exams and assignments, instructors try to make time tight for the student during the exam to prevent cheating and to make the student try to answer on his own.

As mentioned above, the second instrument is interview, the researchers interviewed online with four English teachers by using email, they were asked to answer four questions.

The first question investigates the interaction between teachers and students and students themselves. According to the first interviewer said that throughout her experience in online teaching, the interaction between me and the students was very good, students were motivated to ask and answer questions and they are fully aware of their learning. As for the interaction between them, it is also good. She said that she always uses working groups, role play and debates in her classes. The second interviewer said that the interaction is not good in his classes and he found rarely students ask and answers questions. On the other hand, the third interviewer said that the interaction in his class is often high and I notice that there are students who are eager to learn and he expected that students are interacting with each other.

The fourth one claims that interaction is absent although he exerts efforts to encourage students to interact continuously.

The second question was about difficulties that teachers faced in dealing with online classes. The interviewers agreed on the same difficulties one of which is internet problems (technical problems). Another problem is that students are different learners; some of them are visual learners, while others are verbal or social and interpersonal learners, so it becomes difficult to fulfill the needs of them all. It is also important to mention that some students are not so keen on the classes and they depend on the recorded sessions. Further, some students are shy to unmute themselves and express themselves. It is important to mention that one of the interviewers suffered from students' absentee.

The third question questioned about methods/techniques to encourage students to interact and communicate with you effectively in the classroom. One of them said she use working groups, projects, presentations. The other one answered that he tries using debate and discussion, Power Point presentations and evaluation "I involve students in the evaluation process". In addition, another teacher said that he gives students bonus marks to motivate them. The last one said that he was encouraging them verbally all the time.

The last question was about if online instructors are capable of providing fair and prompt feedback to all students. One of the interviewers said" I think that some instructors need to get training on how to teach online, what methods to use in teaching and learning, and how to assess students' performance. Assessment is a main concept and a key element in learning which leads to the feedback. Without right assessment, there's no feedback." The other interviewers frankly said "No" fearlessness can't be achieved in online learning.

CONCLUSION

The researchers aim to investigate the nature of interaction and feedback in online sessions during the pandemic, Since COVID-19 caused the closure of educational institutions in which the direct communication is forbidden. The investigators conducted a questionnaire for the students and interviews in which the questionnaire consists of introductory section as illustrated in the discussion section that most of the students did not experience E-learning before the pandemic which make students face a lot of difficulties while they deal with online procedures, also, the results showed that most of the students have internet connection in their home. Furthermore, the other section includes 35 items that indicate online interaction, feedback, assessment, and evaluation. The results reflected that online teaching has the potential to be developed. It is considered an effective way to maintain during the pandemic, and face to face classes are better and more valuable especially in terms of interaction. Moreover, lack of feedback from instructors affects students. Also, there is a need to provide positive feedback during the online classes' interaction. In reference to questions that indicate interaction, the results revealed that instructors have the ability to motivate students to interact with students using online applications, and teachers allow students in online classes to interact with each other to understand the material presented. During the pandemic in online learning, students feel comfortable asking questions about the course contents, and the interaction described as sufficient during the current situation. In addition, online assessment has criteria that instructors need to take into consideration. Regarding the interviews that investigate instructors' attitudes towards online interaction and feedback during the Corona pandemic, the interviewees agreed that face-to-face teaching is more valuable and effective for instructors and students. To sum up, online learning is the best solution for the current time for the continuation of the educational process, although the nature of interaction and feedback is quite different from face to face education.

Nevertheless, the students and teachers agreed that face to face interaction and feedback are more effective and fruitful than online education.

Recommendation

According to the researchers' findings, the researchers recommend that educational institutions need to prepare teachers and students of how to deal with e-learning devices, choose the appropriate applications that can students easily deal with in terms of interaction and feedback, and they have to provide teachers and students with Wi-Fi connection at home to continue their teaching and learning appropriately. In addition, instructors need to learn how to give online feedback in a timely, non-threatening, and positive manner, and they need to avoid short or late feedback that reflects on students' academic performance. Regarding online interaction, teachers need to be aware of online devices and how to motivate students to participate and interact more with teachers and themselves. It is important to mention that the ministry of education needs to give guides for teachers to follow regarding the assessment and evaluation. Other researchers need to follow the track of this study and collect more information to develop E-learning especially during the pandemic.

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