



LEVEL OF ENGAGEMENT AND SATISFACTION IN LITERATURE CLASS THROUGH SPIDER WEB DISCUSSION

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ABSTRACT

This study aimed to increase the students' level of engagement and satisfaction in literature class through the Spider Web Discussion (SWD). After the researchers' observation in a Grade 7 class at Mariano Marcos State University-Laboratory High School, they administered a 30-item pre-assessment, applied the SWD intervention, administered a 30-item post-assessment with two open-ended questions, and determined the change in the level of engagement and satisfaction of students.

The findings in the pre-assessment yielded an overall mean score of 3.3910, with a descriptive interpretation of sometimes which implies that students are moderately engaged and satisfied in their class. After the application of the SWD, the post-assessment gained a mean score of 4.6180 with a descriptive interpretation of always which means that students are very highly engaged and satisfied.

The mean difference of 1.227 with a p-value of 0.000 implies that there is a significant difference between the pre- and post-assessment since the p-value is less than the level of significance. The intervention yielded a significant increase in the Grade 7 students' level of engagement and satisfaction. Hence, it is highly recommended for every school for a more interactive and effective learning experience of the students, especially in an online platform.

Keywords: *literature class, online modality, spider web discussion, students' engagement, students' satisfaction.*



INTRODUCTION

Educators in the 21st century hold the goal of delivering quality education to learners. The modern perception of education sought for ingenuity to become acquainted with the educational system, knowing that a student-centered learning approach was being utilized. In this regard, it could be measured by the degree of innovation demonstrated by the teachers. Hence, education in the 21st century incorporates a profound range of creativity, especially for language teachers.

English as a subject played an immense role in forming valuable orientation among students because it revolved not only around escalating communication but also intensifying the interconnectedness of social issues and cultural expressions. To attain an appreciation of literature, one needs to develop ethical standpoints.

The study of literature was an essential component in many schools around the world. In fact, Mallikarjun (2003) stated that literature was studied for its intrinsic merit and that its enjoyment was a powerful educational tool that imbued values, style of language, and many other opportunities for learning into the minds of students. Through the presence of descriptive language interpretation and through delving into poems, novels, short stories, and dramatic texts, we explored the manifold contexts of literature, which all led to the ideas of what it takes to be human and what it means to live and to live well.

Interestingly, literature was given much more attention in the Philippines than it had previously because it had proven its worth in preparing what the Department of Education (DepEd) referred to as the "holistically developed Filipino with 21st century skills" (Cruz, 2012). The K-12 curriculum was concerned with educating students how to execute literary interpretation and analysis for a greater understanding of the world and humanity.

Due to the COVID-19 pandemic, the traditional face-to-face learning modality was impossible, which is why thousands of schools worldwide shifted to online learning. In education, e-learning is gaining more and more impact, especially in the format of blended learning, and this new kind of traditional teaching and learning can be practiced in many ways.

According to the study by Gray and Diloreto (2016) on the effects of students' engagement, students' satisfaction, and perceived learning in online learning environments,



one of the most recent and concerning issues in teaching literature was students' low level of engagement and satisfaction in online learning class discussions. However, these two valuable aspects, engagement and satisfaction, did not encapsulate one's entire experience but were significant determinants of student success in general.

Following the same line of thought, students' engagement was defined as students' willingness, need, desire, and compulsion to participate in and be successful in the learning process. In addition, it has also been described as the level of interest demonstrated by students, how they interact with others in the course, and their motivation to learn about the topics (Briggs, 2015). This means that, when students are motivated to do well in their courses, involved or invested in their desire to learn, and willing to exert the effort expected by their teachers, they are more likely to be engaged in their education.

In reality, the inactive engagement of students in the online context was a never-ending problem for teachers which highly affected the promotion of meaningful and productive learning for students. The predominant factors contributing to these concerns are the absence of interest and engagement; a shortfall of confidence in students; a lack of language proficiency; anxiety about grammar; shame about sharing ideas; being unmotivated; passiveness; and so forth.

During the field study of the researchers, they observed that students were diligent enough to provide their answers through the chat box, but they were mostly passive and fearful in expressing their thoughts and ideas during the discussion. This was revealed by their unresponsiveness in class when the teacher called on them to participate. This situation must be dealt with accordingly so that every student could adapt for the sake of being competent in any aspect. Therefore, all teachers in any subject or modality should consider looking into the engagement and satisfaction of their students to maximize their effects on student success.

In every classroom, there are problems that teachers encounter that call for efficient solutions. The researchers applied an intervention introduced by Alexxis Wiggins which is highly significant teaching style called Spider Web Discussion (SWD). Wiggins made it clear that the SWD was much more than another pedagogical 'technique.' It was grounded on firm beliefs about educational outcomes and the nature of meaningful learning which was a



testament to the contention that modern schooling must do more than transmit information.

The SWD situates students squarely at the center of the learning process, with the teacher as a silent observer. The said intervention was employed when the teacher wanted students to collaboratively discuss and make meaning of a particular learning concept. The discussion provided an opportunity for students to share their thoughts about texts without discovering answers from the teacher. In a world in which we can search much of the world's knowledge on a smart phone, educators must strive to develop in students the so-called 21st century skills of critical and creative thinking, collaboration, and communication.

Hence, taking into account the issues related to teaching literature and its current status in the K-12 curriculum, this study was conducted among Grade 7 students, and the SWD was used to support and increase the students' level of engagement and satisfaction in literature.

LITERATURE REVIEW

The concept of student engagement and satisfaction typically emerges when instructors discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students.

Students' Engagement

The Glossary of Education Reform for Journalists, Parents, and Community Members (2016) defines student engagement as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or they are being taught, which extends to the level of motivation they have to learn and progress in their education. According to Bomia et al (1997, p.294) also defined student engagement as students' willingness, need, desire, and compulsion to participate in, and be successful in the learning process. This idea also supported by Mandernach, Donnelly-Sallee, & Dailey-Hebert (2011) that engagement focuses on individuals' dispositions or attitudes about classroom experiences and life-long learning. Moreover, Briggs (2015) described student engagement



as the level of interest demonstrated by students, how they interact with others in the discussion, and a manifestation on their motivation to learn about the topics. Thus, the concept predicated on the belief that learning increases when learners are inquisitive, interested, or inspired, and learning will undergo negatively when students are bored, dispassionate, disaffected, or otherwise “disengaged.”

There are several affective factors related to student engagement which include attitude, personality, motivation, effort, and self-confidence (Mandernach et al., 2011). Jaggars and Xu (2016) found that the quality of interaction within the course parameters positively correlated to student grades in online courses. By evaluating the level of student engagement and considering these affective aspects, instructors can design or plan effective lessons and activities that will encourage and gauge students to be more active participants in their learning and coursework (Jennings & Angelo, 2006; Mandernach et al., 2011). As Mandemach et al. (2011) asserted that when students are motivated to do well in their classes, they have the desire to involve or invest themselves to learn, and willing to exert effort expected by their instructors, they are more likely to be engaged in their education. Hence, engagement measures instructional effectiveness which includes the student mastery of course learning objectives, retention, and student’s perceptions of satisfaction, whereas “consideration of the impact of instructional activities on student engagement provides a more complete picture of the teaching-learning dynamic” (Mandernach et al., 2011, p. 277).

Students’ Satisfaction

Students’ satisfaction refers to the short-term perception from students’ evaluation of the educational experience, services, and facilities during the study period. Satisfaction may also be influenced by the quality and content of training, course flexibility, availability and access to educational materials, and clarity of teacher expectations. It was also stated by Topala&Tomzii (2014) that learning satisfaction constitutes learners’ attitudes and feelings in the teaching-learning process, or the perception towards the level of fulfillment embodied by someone’s desire to learn. In the online learning modality context, Moore &Kearsley (2011), Parahoo et al. (2016), and Ke& Kwak (2013) entailed that students’ satisfaction is a critical indicator of learning continuity and learning achievement in the



success of online learning system implementation.

However, studies found out that there are no significant differences in student engagement and satisfaction between online and traditional learning modality. Most notably, students reported more significant satisfaction with online modality than in-person modality. A few studies took another approach by naming specific practices or attributes of an online modality that measurably contributed to students' engagement or satisfaction levels. As Kauffman (2015) investigated a more direct approach and listed wider range of factors that influence the performance and satisfaction among students through the online learning environment. He found that there were most appreciative factors of online learning modality such as well-structured, interactive, relevant to the student, and it includes frequent contact with and timely feedback from the instructor or professor. In this statement, it is only evident that there is also a community through online which simply means that there is a students' collaboration with peers rather than feelings of isolation. This idea was also supported by Richardson and Swan (2003) that there is an importance of interaction between learners and teachers. More so, active learning and student engagement is substantial to increase student learning and ultimately retention (Gray & DiLoreto, 2016).

Muirhead (2004, p.50) indicated that "teachers need the expertise to develop a class structure that stimulates social interaction and affirms rigorous academic standards while fostering independent learning skills. He even shared several strategies that can promote students' interaction in the online discussion which includes: encourage critical thinking, provide relevant and engaging lessons..., offering positive feedback about student work, integration of stories into discussion, and allow flexibility within the course schedule or organization.

Garrison et al. (2000, p.101) quoted that through active intervention, the teacher draws in less active participants, acknowledges individual contributions, reinforces appropriate contributions, focuses discussion, and generally facilitates an educational transaction. With this, the researchers considered using an authentic intervention, called Spider Web Discussion. The successful results of using the SWD from diverse teachers and resources worldwide sharpened our resolve to apply this intervention to address issues



related to students' engagement and satisfaction in the teaching-learning process.

Notably, SWD went beyond competitive skills. It did, however, create an inclusive environment in which students feel safe, secure, and enthusiastic about sharing their intellectualism without fear. Students realized that they were all on the same page in working toward a common goal with no competition at all. It produced a sense of community and an ethical space for authentic inquiry. Vandergalien (2019) supported the idea that SWD was incredible in creating opportunities for students to talk about texts without seeking answers from teachers. As long as their voices mattered, they could participate civilly, make meaning, and think critically about their worlds. Through SWD, students had the pleasure and engagement of discussing freely and diligently their ideas in which their peers and teachers appreciated the most.

Spider Web Discussion (SWD) as an Intervention

The Spider Web Discussion (SWD) was employed as a central intervention to increase students' level of engagement and satisfaction in literature class. This was a modernized version of the Socratic Seminar or the Harkness Method. SWD was a unique method of discussion that highlighted a student-centered learning approach wherein it situated students as leaders and assessors, and the teacher as a coach, silent observer, and facilitator who only interfered when needed.

Furthermore, SWD aimed to train students to grapple with new and challenging questions and ideas, work together collaboratively in their problem-solving, and self-assess as a process of progression through specific processes like modeling, coding, group grading, and feedback sessions in any discussion. In short, SWD aimed to create authentic collaborators, communicators, and self-evaluators out of all students.

Alexis Wiggins used the name "SPIDER" as an acronym to describe the specific aspects of the discussion and its process: *Synergetic*, which means team-oriented or collaborative, balance and group effort with a single group grade; *Process*, a process that needs practice, rehearsal, and debriefing or honing; *Independent*, meaning students run the discussion and self-assessment, and the teacher observed and provided feedback; *Developed*, which meant the discussion got deep, built on itself, and aimed to "get



somewhere." *Exploration* of ideas, texts, or questions through discussion with the help of a *Rubric* was a cornerstone of the whole process, and it should be a clear, specific rubric against which the students could self-assess. On the other hand, the term "WEB" described two aspects of the method: the physical map of the discussion and a metaphor for the process, like a web in which all participants must pull their weight equally, or the web cannot be strong.

Further research on the utilization of SWD showed that it effectively cultivated students' critical and creative thinking, collaboration and communication skills, and inclusivity, which are crucial for the 21st century. The successful results of using the SWD from diverse teachers and resources worldwide sharpened our resolve to apply this intervention to address issues related to students' engagement and satisfaction in the teaching-learning process.

Moreover, SWD targeted better assessment data on individual students, increased homework completion, an ethical and safe classroom, greater student autonomy, and opportunities for more significant equity. In its complexity, the SWD process encouraged students who dominated class discussions to accept other students' thoughts and ideas. The student knew where and when to take turns. Even those passive students participated, and their insights might shock everyone. Generally, this method binds students to help one another because they do not want the whole group to be down.

Additionally, Wiggins stated that students flexed and built on one another's input in the SWD feedback process, reconciled their tendency to cut each other off, trained themselves to ask questions more frequently, and valued the whole group's input. Regarding group grading, she explained the premise of SWD to the school community and the parents of students, explaining that it was effective because she stated that their grades in every discussion depend on how the students work together in the nature of critical inquiry. However, the group grade would not affect an individual's overall general weighted average.

Nevertheless, SWD catered to face-to-face learning and an online learning modality in its flexibility. Wiggins' suggested tips for successful SWD: She (1) created protocols and laid the groundwork; (2) stuck to the non-negotiables; these were: students must be able to



see one another; the teacher must stay silent throughout the agreed-upon discussion time; leaving 10-20 minutes at the end of the discussion for debrief time; using a clear, simple rubric, having students self-assess their discussion and choose a group grade; and (3) stay flexible and open.

Thus, the materials needed in SWD were paper and pencil, or it depends on the technology that was readily available to everyone. During the SWD, teachers assigned roles to students based

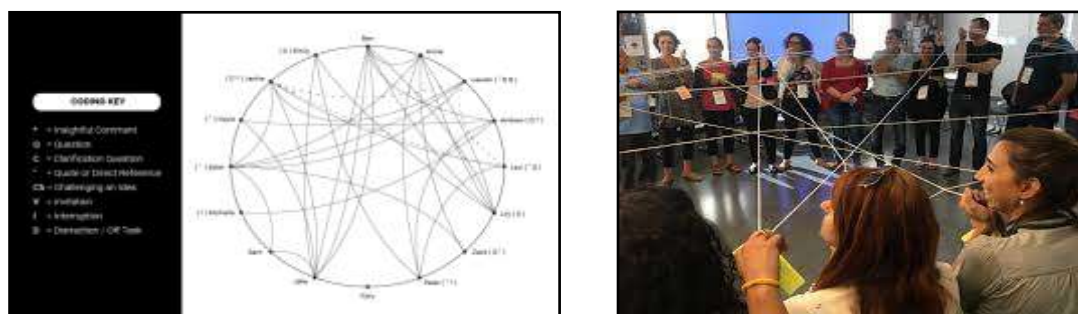


Figure 1: An example of Spider Web Discussion (SWD) in a classroom setting with the usage of a coding key to easily identify and perform specific functions of the students. on the number of students, dynamic, or goal. Some roles were web graphic, 3 question asker, key passage leader, textual evidence leader, rubric leader, host, vocabulary/literary terms leader, and feedback giver. Moreover, there was a coding key in SWD to write below the students' names for validation of participation.

MATERIALS AND METHOD

The study employed both qualitative and quantitative research design applying the SWD in the online classes of the Grade 7 students of Mariano Marcos State University-Laboratory High School. Results of the pre and post assessment and the interview conducted with teachers served as sources of data. Better Thesis (2012) stated that mixed method research design produces a richer and a more comprehensive understanding of a research area. Furthermore, it improves an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another (Betterevaluation.org, 2012). To gather the needed data for the study, pre-assessment and post-assessment online



questionnaire, reflection sheet, and interview guide were used as data gathering tools that measured and supported the change brought about by the intervention.

In gathering data, the researchers first seek approval to conduct the study, had classroom observation and discovered that majority of the students were unengaged or passive in their class that led them to identifying the SWD. They then administered the pre-assessment in their class, and collated responses, conducted class discussions using the SWD, then administered the post-assessment. They collated the responses and compared the data between pre-assessment and post-assessment to determine the difference in students' level of engagement and satisfaction before and after the implementation of the intervention.

After completing the data collection process, data analysis was an imperative part of discovering the students' engagement in class discussions through the utilization of SWD as an intervention. By comparing the results from the pre-assessment and post-assessment, the researchers examined if there was a difference in the students' level of engagement and satisfaction. They also determined the effectiveness of the SWD. Hence, they followed a systematic order in analyzing and interpreting the data collected. The data they collected remained confidential and served as a reference for future research related to the identified issue regarding Grade 7 students' level of engagement and satisfaction in class discussions.

RESULTS AND DISCUSSION

The Students' Level of Engagement and Satisfaction in the Pre-Assessment

The purpose of this study was to increase the Grade 7 students' level of engagement and satisfaction in literature class through the SWD. To accomplish this purpose, the Grade 7 Amethyst students completed the 20-item pre-assessment survey through a Google Form. A total of 30 students completed the said survey. Table 1 bares the results of the pre-assessment conducted to grade 7 students.



Table 1. Mean Scores of the Pre-Assessment on Student Engagement and Satisfaction

Indicators		Mean Score	Descriptive Interpretation
A. On Students			
1	I am excited and interested during literature class.	2.80	Sometimes
2	I am thinking literature class.	2.66	Sometimes
3	I exert lot of effort with literature class compare to other subjects.	3.06	Sometimes
4	I have no difficulties in working with literature class.	1.30	Never
5	I find the activities of literature class easy.	3.10	Sometimes
6	I believe that literature class is understandable.	3.50	Often
7	I attend my literature class having completed readings or assignments.	2.93	Sometimes
8	I put together ideas or concepts in actively participating to literature class.	2.53	Rarely
9	I am submitting all of my written assignments and requirements on time.	3.33	Sometimes
10	I am attending literature class.	4.60	Always
11	I am more inclined in oral recitation.	2.53	Rarely
12	I am amazed with my teachers' ability and mastery through the subject matter.	4.16	Often
B. On Teachers			
13	My teacher provides opportunities to ask questions.	3.80	Often



- | | | | |
|----|--|------|--------|
| 14 | My teacher has a wide understanding towards my learning needs. | 4.53 | Always |
| 15 | My teacher has a high aptitude, respect diversity, and fair in educating students. | 4.10 | Often |

C. On Student Activities

- | | | | |
|----|--|------|-----------|
| 16 | The class is not boring, rather its assessments are relevant to the subject matter. | 3.36 | Sometimes |
| 17 | The lessons and activities are enjoyable. | 3.50 | Often |
| 18 | Literature class develops problem-solving skills, critical and creative thinking, collaboration and communication. | 4.70 | Always |
| 19 | This class develops my-self confidence | 3.10 | Sometimes |
| 20 | The class has high-quality materials for us to study. | 4.23 | Always |

OVERALL	3.39	Sometimes
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Legend:

Numerical rating Descriptive Interpretation

4.20-5.00	Always	(Very Highly Engaged and Satisfied)
3.40-4.19	Often	(Highly Engaged and Satisfied)
2.60-3.39	Sometimes	(Moderately Engaged and Satisfied)
1.80-2.59	Rarely	(Slightly Engaged and Satisfied)
1.00-1.79	Never	(Not at all Engaged and Satisfied)

It can be gleaned from the table that students registered *always*, *often*, *sometimes*, *rarely*, and *never* as results of the indicators in the questionnaire. These results yielded an overall mark of 3.39 which can be interpreted as *sometimes*.

On students. Out of 12 items, 1 is *always* (item 10), 1 is under *often* (item 6), 6 are under *sometimes* (items 1,2,3,5,7, and 9), 2 are under *rarely* (item 8 and 11), and 1 is under



never (item 4).

From these results, the researchers can deduce that there was a drawback for the students in this study, as it resulted in item 4, stating that students have no difficulties in working with their literature class/es, with the lowest weighted mean of 1.30, which can be interpreted as *never*. This implies that students never encountered not having any obstacles in engaging themselves with the discussion in literature class. This can be inferred that the students are not at all engaged and satisfied particularly in this matter. This result reflected the descriptive interpretation of *rarely* with items 8 and 11 stating that they seldomly put together their ideas or concepts in actively participating and infrequently involve themselves in the oral recitation in their literature class. Thus, inside the class, students are slightly engaged and satisfied in sharing their knowledge, insights and ideas.

To support such results, according to the K-12 Basic Curriculum Program mandated by the Department of Education, Literature from the Philippines and the World encompasses various dimensions, contexts, and traditions. This means that appreciation and active participation in the classroom setting is essential to give purpose to the principles and objectives – the ability to self-actualize, display productiveness, and become effective participants of the society through the literary pieces that are opposite. In other words, literature abounds in all constitutes a valuable resource to lead a meaningful life.

Significantly, from the student's self-assessment, various factors contributing to their difficulties in working and dealing with literature include items that fall under the descriptive interpretation, *sometimes*. In particular, items 1, 2, 3, 5, 7, and 9, state that students are excited and interested during literature class, they are exerting a lot of effort with literature class compared to other subjects, finding the activities easy, attending literature class, having completed readings or assignments, and submitting all of their written assignments and requirements on time. Merging these factors can highly indicate the level of engagement and satisfaction of the students specifically yields to moderately engaged and satisfied of the students based on their performance inside the classroom.

Although, it is interesting to consider item 6, which fall under the descriptive interpretation, *often*, which can be reflected that the students are highly engaged and satisfied with the concept, literature class was understandable with a weighted mean of



3.50. While it is true that they are always attending their literature classes, which reveals the result of item 10. From these, it can be inferred that attending literature class/es is not a guarantee for the students to learn effectively and substantially without their interest in the subject area.

On teachers. Out of 3 items, 1 is *always*, particularly in item 14, and the other 2 (items 13 and 15) are *often*. Significantly, in item 14, with a weighted mean of 4.53, *always*, which is very highly engaged and satisfied, serves as evidence that teachers hold great understanding towards imparting the students' learning needs. Indeed, the teacher was never the problem in their level of engagement and satisfaction. Meanwhile, items 13 and 15, with the descriptive interpretation, *often*, presented the outstanding behavior of the teacher as stated that their teacher has a high aptitude, respects diversity, and is fair in educating students as well as providing opportunities for the students to ask queries for clarification in their teaching-learning process.

On student activities. Out of 5 items, 2 are *always* (18 and 20), 1 is *often* (item 17), and the other 2 are *sometimes* (16 and 19). The table demonstrates that the students are fully aware of the ultimate significance of the subject area, which is literature. This was presented in the table, stating that literature classes developed their problem-solving skills, critical and creative thinking, collaboration, and communication with the highest weighted mean of 4.70, visible in item 18. In this connection, item 20, which also falls under *always*, presented that the students are very highly engaged and satisfied in utilizing high-quality materials for them to study in their class. Respectively, it justified how much the teacher was providing essential instructional materials to cater the needs of the learners for teaching literature.

In comparison with the highest gained mean in this category, it is significant to look at the lowest mean of 3.10, *sometimes*, presented in item 19 that indicates that students are moderately engaged and satisfied in the literature class which develops their confidence occasionally. Relatively, the teacher provided relevant assessment connected with their topic, which can be found in item 16. However, students are probably less fascinated, which affects the students' level of engagement and satisfaction, even if those activities or performance tasks were properly and constructively aligned with the given topic.



El-Helou (2010) states on his study that students of literature are able to develop insightful responses, literal comprehension, personal connection, cross cultural themes, interpretations and evaluation of texts. This suggests that the focus is to acquire a number of skills and competences. Aside from that, it amplifies the opportunity to develop intellectual and cognitive domains through the study of literary masterpieces. It is in this regard that the nature of literature study varies depending on several factors enumerated by experts with an inclination towards artistic form and function.

The Spider Web Discussion as an Intervention to Increase the Students' Engagement and Satisfaction in Literature Class

Before the researchers initiated the intervention in the Grade 7 Amethyst's literature class, they observed and discerned that the students were somehow struggling in terms of learning literature in their class. The high-performing students were confidently participating and involving themselves in the discussion, but some students were unresponsive and demotivated even if their teachers called their names. This was most likely due to unavoidable factors such as a poor internet connection, the occurrence of unstable signals, or even chaotic environments.

On the other hand, there were also spotted avoidable factors like anxiety towards their peers, inadequate preparation in answering questions, delayed entry of the students, and a deterred attitude towards the subject since some students spend most of their time listening only rather than engaging themselves in the class learning process.

Moreover, students have high-level thinking skills in comprehension. However, some were uncertain how to express their responses or ideas in the class. Consequently, this loses the spirit of student-centered teaching because the students become passive, and acquiring such passiveness affects the online classroom and the study of literature because, as witnessed, the questions imposed by the practice teachers will later on be responded to by the teacher itself since there are only some students who are participating, and these students are the individuals who kept on reciting throughout the teaching.

With these being observed, the researchers implemented an instructional intervention that focuses on student-learning approach, called Spider Web Discussion



(SWD), especially that their subject matter was literature, and in this context, it deals with the exchanging of students' responses, ideas, perspectives, and own interpretations of a certain literary piece.

Remarkably, SWD, highlights students' ability to reflect on their content knowledge and helps students take ownership of their learning. Furthermore, it encourages the students to lead the discussion, and the teacher acts as a facilitator. It means that most responses and answers should come from the students. This is not to say that students are running the show or that we have nothing more to offer than being a note-taker, but its essence is to train students so that they get good at the process of SWD and do not rely on us to direct the discussion.

In this sense, the researchers utilized the intervention by allowing the students to answer the literary guided questions on their own, giving them ample time to process their responses and not immediately expect quick feedback from us, their practice teachers. With this, they chose this intervention of all the pedagogical interventions because we aim for a new proposed intervention that increases students' engagement and satisfaction in online learning. Though this can be viewed as a new intervention, its goal is to heighten students' greater autonomy.

In reality, Wiggins stated that a teacher plays a vital role in understanding what constitutes deep learning and transfer and what doesn't, and directing the classroom based on his assessment. A teacher also plays a pivotal role in training the students in SWD, but student independence is the goal through ethical and inclusive assessment.

To rekindle the students' participation and appreciation of literature with the topic, the researchers employed the SWD in a virtual context. In applying the intervention, it required adequate preparation before conducting the teaching demonstration. At the beginning, they ensured that the content of our instructional materials was aligned to the intervention as well as the activities that were tasked for the students to do.

In addition, they prepared a web graphic that served to draw discussion maps and take notes. To make things easier, they used coding, namely: answer (A), question (Q), and interrupt (I). In actuality, the spider web name comes from the spider map that teachers use to document the flow of the conversation or the class discussion.

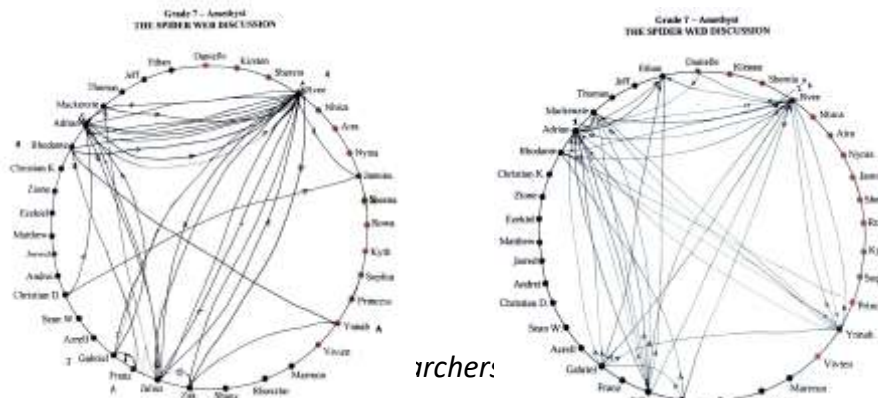


Figure 3. The researchers created what looks like a spider web. They were monitored through responding, questioning, and interacting with the other students. Every time the researchers start questioning, they make sure that there are still students who want to interrupt and/or who wants to catch their classmates' responses.

During the lessons, the researchers started on the typical class method of teachers, starting from daily routines, motivation, presentation of lessons, the lesson proper, abstraction, generalization, and application. In every part of the lesson, especially from the motivation to the lesson proper, they highlighted the freedom of students by letting them question their peers in a respectable manner.

Harris (2015), a professor of education at Harvard Graduate School tried to explore the implications of the frequency of student talk time. From his study, he wrote how children ask more questions at home than they do in school. Likewise, he was able to cite studies that revealed how teachers greatly underestimate the number of questions they ask themselves, and overestimate the number of questions their students ask in the course of a school day.

For instance, a discussion of a text like "The Centipede" by Rony V. Diaz, where some students would add the answers of their classmates and others would contradict them by defending their stand. Perhaps their answers come from their own experiences, whether the main character's actions were justifiable or not. For this reason, an atmosphere of student-centered teaching was established and valued diverse perspectives. However, from the activities evident in our lessons, guidance was still of the utmost importance, especially when one tries to interrupt his or her fellow classmates to have a harmonious delivery of



instruction.

If there are incomprehensible statements, as this is not to create a gap among the students but to widen their knowledge when it comes to dealing with literature, they should not be confined to just one interpretation only. Thus, asking follow-up questions during the lesson helped the web to flow efficiently because the replies coming from the students were incessant since most of them wanted to share their opinions on a particular question. Giving all students a voice and an equal place for greater equity.

From the on-going instruction and discussion, the researchers were also guided by the web graphic they prepared, because this is where they know who among the students is not participating at all. Thus, as facilitators, this is the time that they call their names if they want to further explain the feedback of their peers. As mentioned earlier, the majority of the questions come from the researchers, their practice teachers, but they made sure that the questions would draw back to the students, such as, *'do you agree or disagree?'*, *'do you want to add what was shared to the class?'*, *'do you have doubts in mind with the response heard?'*, or *'are you in favor of what your classmate stated?'*. These sample questions fluently connected the lines from the graph and helped not to break off the web.

According to the study of Shanmugavelu, Ganesan, et al. (2020), in the question-and-answer session, educators can exercise a variety of questioning techniques and reinforce them to motivate students and encourage their thinking in the classroom. Therefore, this means that these kinds of queries need to be sensibly well-thought-out as they relate to more serious matters.

Furthermore, despite the disadvantages of the virtual setup during the analysis of the literary texts, as they unfold meanings and interpretations, there were still inevitable circumstances that arise, which is why some students continue to use the chat box room to supply replies. Nonetheless, they encouraged them to be comfortable in oral recitation.

After the lesson proper, it surprised the researchers with the results of the web graphics since the strategy paved the way for students to explore more of the subject matter. Teaching literature can be a challenge to teachers for the reason that it takes a lot of practice and creativity to engage students at once, bearing in mind the context of each literary piece. Thus, in all the stories that students delve into, it also takes various



approaches to unravel the real message. These sets of skills should target the majority of the students' learning needs. With the instigation of the SWD to increase the level of engagement and satisfaction among the Grade 7 students, it showed how the intervention was able to be a great support in the increased online participation and enhanced communication of the students.

All of the coding played an imperative role because when they began to code the students' contributions to a certain lesson alongside the web graph, patterns emerged. For example, they saw a student from the class who had countless opinions and loved to contribute or back up his peers. The researchers noticed how another student nearly always interrupts his classmates while talking because he cannot wait to share his opinion. They observed how some students talk rarely, but when they do, their answers are exceptionally sound. These perceptive comments or questions benefited everyone, and having this result gave them a fuller picture of the strengths and areas of growth that can serve as feedback or assessment for the students.

These corroborate the findings of the study of Harrison (2018) that all the coding involved in monitoring discussion and creating the web graph provides teachers with a tremendous amount of data on individual students. This makes it easier to identify things students do well and things that need improvement for better assessment data.

The Students' Level of Engagement and Satisfaction in the Post-Assessment

After a series of sessions and activities between the practice teachers and the Grade 7 students in their Literature class applying the SWD intervention, the researchers conducted a post-assessment which integrated the same set of questions indicated in the pre-assessment but this time, with 2 open-ended questions, which helped them evaluate whether there was markedly significant difference from the pre-assessment. This was again administered to the Grade 7 students.

Table 2 below exhibits the weighted mean results of the post-assessment conducted on the 20-item questions from the Google Form survey's section of the Grade 7.

It can be noted from the table that students registered *always*, *often*, *sometimes*, *rarely*, and *never* descriptive interpretations in the post-assessment conducted. In general, these results yielded an overall mark of 4.60 which has an interpretation of *always*.



From the overall result of the post-assessment, students were actively participating in the class discussion connected with literary masterpieces. Furthermore, students were fascinated with the literature subject to the extent that they exerted a higher range of efforts in making learning fun and relevant to their lives which contributed to the increasing of level of engagement and satisfaction of students.

On students. Out of 12 items, 10 are *always* which implicates that the students are very highly engaged and satisfied (items 1, 2, 3, 4, 5, 6, 9, 10, 11 and 12), and the other 2 are *often* (items 7 and 8) which can be reflected that the students are highly engaged and satisfied. From the results, a significant increase in the level of engagement and satisfaction was shown in the table after introducing and implementing the SWD in teaching literature classes.

Notable that all of the students rated their teaching-learning experience inside the classroom within the range of 4.13–4.90 weighted mean. Interestingly, item 4 in this assessment range has a result of 4.66 (*always*), which makes a higher range difference from the pre-assessment wherein it received the lowest percentage in this category, which is 1.30. This indicates that the students lessened their difficulties in working with the literature class through the help of the SWD.

As evidence of the improvement in the students' engagement and satisfaction, it can be discerned from the items which fall under the descriptive interpretation, *always* aside from item 4

Table 2. Mean Scores of the Post-Assessment on Student Engagement and Satisfaction

Indicators		Weighted Mean	Descriptive Interpretation
A. On Students			
1	I am excited and interested during literature class.	4.66	Always
2	I am always thinking literature class.	4.50	Always
3	I exert lot of effort with literature class	4.40	Always



compare to other subjects.

- | | | | |
|----|---|------|--------|
| 4 | I have no difficulties in working with literature class. | 4.66 | Always |
| 5 | I find the activities of literature class easy. | 4.30 | Always |
| 6 | I believe that literature class is understandable. | 4.63 | Always |
| 7 | I attend my literature class having completed readings or assignments. | 4.13 | Often |
| 8 | I put together ideas or concepts in actively participating to literature class. | 4.16 | Often |
| 9 | I am submitting all of my written assignments and requirements on time. | 4.76 | Always |
| 10 | I am attending literature class. | 4.90 | Always |
| 11 | I am more inclined in oral recitation. | 4.63 | Always |
| 12 | I am amazed with my teachers' ability and mastery through the subject matter. | 4.86 | Always |

B. On Teachers

- | | | | |
|----|---|------|--------|
| 13 | My teacher provides opportunities to ask questions. | 4.76 | Always |
| 14 | My teacher has a wide understanding towards my learning needs. | 4.76 | Always |
| 15 | The teacher has a high aptitude, respect diversity, and fair in educating students. | 4.43 | Always |

C. On Student Activities

- | | | | |
|----|---|------|--------|
| 16 | The class is not boring, rather its assessments are relevant to the subject matter. | 4.56 | Always |
|----|---|------|--------|



17	The lessons and activities are enjoyable.	4.93	Always
18	Literature class develops problem-solving skills, critical and creative thinking, collaboration and communication.	5.00	Always
19	This class develops my self-confidence.	4.73	Always
20	The class has high-quality materials for us to study.	4.60	Always
OVERALL		4.62	Always

Legend:

Numerical rating	Descriptive Interpretation	
4.20-5.00	Always	(Very Highly Engaged and Satisfied)
3.40-4.19	Often	(Highly Engaged and Satisfied)
2.60-3.39	Sometimes	(Moderately Engaged and Satisfied)
1.80-2.59	Rarely	(Slightly Engaged and Satisfied)
1.00-1.79	Never	(Not at all Engaged and Satisfied)

(1, 2, 3, 5, 6, 9, 10, 11 and 12). The majority of the class had become fascinated with the subject which affects their level of engagement and satisfaction in literature classes.

They even exerted more effort, making the subject easy and understandable with the help of interactive activities. In fact, students became more inclined to oral recitation and even engaged themselves in the class discussion by passing their activities ahead or on the deadline with the help of the teacher's ability to master his/her subject matter. As an implication, students are very highly engaged and satisfied in their literature class.

On teachers. Out of 3 items, all are *always* (13, 14 and 15), which reflected that the students are very highly engaged and satisfied with the following concepts; the teachers were highly responsible, knowledgeable, efficient in demonstrating the lessons and integrating literature concepts, with the utilization of the SWD. As a matter of fact, the teacher did not only focus on the cognitive aspect of the students but also on the realm of how to train the students to speak out their thoughts, analysis, and ideas based on the literary pieces being used in the discussion without receiving bad feedback from their



classmates and the teacher. Furthermore, the exchange of ideas was practiced through the question-and-answer portion of the discussion, which resulted in the increasing of students' self-confidence.

On student activities. Out of 5 items, all are *always* (16, 17, 18, 19, and 20). In this respect, aligned with the students' activities category, the majority of the students rated these items as *always*, which implies that they are very highly engaged and satisfied. This encompasses very compelling, captivating, relevant, and well-constructed activities and assignments that are cohesively linked into the lesson prepared by the teacher.

Together with motivation, engagement is viewed in the literature as very important to enhance learning outcomes of all students (Schlechty, 2001; Woolfolk & Margetts, 2007). Motivation is seen as a prerequisite of and a necessary element for student engagement in learning. Student engagement in learning is not only an end in itself but it is also a means to the end of students achieving sound academic outcomes (Ainley & Frydenberg, 2005; Ryan & Deci, 2009). This is important because authentic engagement may lead to higher academic achievement throughout a students' life (Zyngier, 2008).

Tempelaar et al. (2017) even postulated in his study that factors such as cultural differences, learning styles, learning motivations, and emotions might impact on learners' performances. Similarly, Smith et al. (2012) deduced that students' pace of learning and engagement with learning materials are indicators of their performance and determinants of learning experience and satisfaction.

In fact, Ioana (2021) affirmed that the regular use of Spider Web Discussions actually gave her the chance to increase active participation in class, especially in online sessions where teachers need new ideas to encourage students to fully engage. This means that by openly discussing ideas, they also get to find out more about themselves and others. The classroom culture changes for the better, becoming more inclusive.

Additionally, Wiggins noted that she realized that by being silent and not focusing on her own ideas or knowledge during class discussions allowed her to observe more deeply what students themselves really knew, understood, and could do. It's like being a coach on the sidelines—you can see so clearly how the team is crowding the ball and not spreading out, but it's difficult to see when you are on the playing field.



Difference Between the Students' Level of Engagement and the Satisfaction During Pre- and Post-Assessment

After administering the pre-assessment, implementation of the intervention, and post-assessment of this study, the researchers determine how effective the intervention was by comparing the pre- and post-assessment findings.

Table 3 illustrates the collated data between the pre-assessment and post-assessment. It displays the mean, standard deviation, mean difference, t-test, and p-value of the pre-assessment and post-assessment scores of the Grade 7 students at MMSU Laboratory High School.

Table 3. Results of the t-test of the Pre-assessment and Post-assessment.

Assessment	Mean	Standard Deviation	Mean Difference	t-test value	p-value
Pre	3.3910	0.84903	1.227	-7.173	0.000*
Post	4.6180	0.24146			

*- The mean difference is significant at the 0.01 level

It can be noticed from the table that in the pre-assessment, the students gained a mean score of 3.3910, with a descriptive interpretation of *sometimes* which can be implied that the students are moderately engaged and satisfied in their class. After the application of the intervention, the post-assessment gained a mean score of 4.6180 with a descriptive interpretation of *always* which implies that students are very highly engaged and satisfied.

Interestingly, the table shows the mean difference of 1.227 with a t-value of -7.173 and p-value 0.000. The overall result of the post-assessment with a mean of 4.6180 is higher compared to the average mean of the pre-assessment which is 3.3910. Since the p-value is less than 1 percent, there is a significant difference between pre-assessment and



post-assessment. This result implies that there is a significant increase in the Grade 7 students' level of engagement and satisfaction after integrating SWD. Hence, this intervention is highly recommended for every school for a more interactive and effective learning experience for the students, especially in the online modality.

It has been viewed that to increase the level of engagement and satisfaction in literature classes, one should engage and allow a chance to reveal various truths embedded in literary works by having freedom of interpretation and not restricting students to being passive agents anymore, rather encouraging them to initiate an approach, strategy, or intervention that empowers their curiosity that is reflected in every story they are being imparted that is relevant to their lives.

Significantly, Axelson and Flick (2011) suggested in their study that the level of student engagement is increasingly seen as a valid indicator of institutional excellence that is more meaningful than traditional education and has more easily measured characteristics.

Based on these findings, there is a significant change in their overall performance inside the school, particularly in engaging themselves in the class discussion and even in any activities given by the teacher. It only proved that the SWD was unequivocally effective in increasing the students' level of engagement and satisfaction, not only in their literature class but can be applicable in any subject area in general.

CONCLUSION

Based on the findings, it can be concluded that the pre-assessment results yielded a descriptive interpretation of *sometimes* which means that that students are moderately engaged and satisfied in their class. After the application of the SWD, the post-assessment results yielded a descriptive interpretation of *always* which translates to students with high engagement and satisfaction.

The results show a significant difference between the pre-assessment and post-assessment since the p-value is less than the level of significance. Hence, there is a significant increase in the Grade 7 students' level of engagement and satisfaction after integrating SWD.



RECOMMENDATIONS

On the basis of the findings and conclusion, the researchers recommend that teachers increase the level of students' engagement and satisfaction in literature classes through the application of the SWD. Although the study was created and conducted using research-based observation and practices, there were still evident constraints that prevented the study from being as thorough as it potentially could have been. Since this study included only 30 participants in the same online class, a more extensive study involving more students in different year levels (Junior High School to Senior High School) may be conducted by other researchers. Despite that there was a sufficient and considerable period to determine if the intervention instigated was effective or not, significant or not, the researchers suggest that the longer period utilizing the SWD will ensue to a more rigorous discovery of the effectiveness of the intervention sought to find a solution to the identified problem. The study contends that the intervention should also be employed in the face-to-face set-up where students can participate while experiencing fewer hindrances like digital illiteracy, technical issues, insufficient high bandwidth, uncomfortable environment, and so forth. As a result, the teacher will be able to observe which among the students are active and passive since there is already an in-person interaction. The researchers highly recommend that teachers not just in English but also in other subjects, who have the urge to employ such an intervention can utilize the SWD in different disciplines in order to understand and recognize the boundaries of the intervention. It would have been wide-ranging to collect more data from different content areas.

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