Abstract

This study is to find out how to improve the logical thinking ability and self-directed learning based on the evaluation and analysis of the questionnaire by applying to the development of image contents through English and American literature works. First of all, students freely select excellent literature works that are easy to understand, and examine authors, works, and criticism etc. Next, this study tries to analyze the learners’ responses by designing and applying the image contents model through English and American literature works. In order words, this study examined the difference between the lecture-based instruction method and the teaching method using video technology. The result of this study is to improve the understanding of English-American literary works, which have the characteristics of multiplicity, and the immersion of the class while producing the video contents using the image contents technology. In addition, it is expected that further research on development of practical contents can be promoted by developing the scope of the basic research.

[Keywords] Bidirectional Convergence, Moby Dick, Teaching Method, Self-Directed Learning, Contents Model

1. Introduction

Human literature is a fundamental source of power for our lives. It is not a study that can be approached logically, like mathematics or physics, which is pure science, but it is a study that properly expresses philosophy, ideology, and emotions of life[1][2]. Therefore, humanities is not easy to understand and require a lot of thinking. Students who want to learn the humanities are less interested in learning humanities and less focused on learning due to the monotonous teaching method. In other words, lecture-centered instruction teaching method adheres to the typical vertical teaching method, in which a professor selects the textbook needed for the class and assigns the assignments and grades to the students while he or she conducts the class.

These teaching methods focus more on earning higher scores than on acquiring knowledge of the humanities in specialized fields, students still have a lot of difficulty in choosing even after graduating from college. It is a result of not seeing the forest as a whole, contrary to the modern society that requires the total learning of listening, speaking, reading and writing, which is the basis of language acquisition.

In addition, this phenomenon is a uniform and passive traditional way of school class, the active participation of students in the class is falling and gradually declined over time. This can hinder the creativity, originality and self-development that students have[3][4][5].

In order to solve these problems, a new paradigm of teaching method is needed to promote the humanities, increase students’ interests, and expand the range of career choices[6]. It is a digital media technology that is mainly used in engineering.
The continuous development of digital technology provides many conveniences in our lives, but it is lacking in widespread use and expansion in the field of humanities studying scholarship. Digital technology has the characteristics of the production, dissemination and sharing of information, especially digital technology, which has the distinct advantages of versatility and the storage of information, is very similar to that of humanities[7][8][9].

The humanities at risk need to communicate with students using digital tools[10]. Moreover, digital technology is a very suitable technology for learning the interpretive versatility of humanities. This study is to suggest ways to enhance the Development of Image Contents through English and American Literature Works, using a digital technology for humanities of creative and communicative[11][12]. It is a way for students to participate directly in the class and lead the class breaking away from the conventional and passive teaching method. In other words, students should be able to express their opportunity actively in the creation of their own creations.

On the basis of the text given in the traditional education of British and American literature, criticism and analysis played a major role.

This study is meaningful to emphasize the communication and dialogue between students by making their own creations based on the existing traditional methods, and to develop new creative concept by directly reflecting their intentions by understanding the works through criticism and analysis of the works.

The content on the British and American literature was selected by Herman Melville's Moby Dick[13]. First of all, the contents and criticism of the works were carefully analyzed, the content model was designed through the works, and the survey evaluation was conducted from students who participated in the class.

In Understanding Literature, Moby Dick (1851), a novel by Herman Melville, a well-known American novelist, was selected. It is important to reveal that because the scope of the contents of Moby Dick is so enormous, this chapter excerpted some of my thesis[14] on Moby Dick summary to help students make the production of media contents for the class.

This paper attempts to explain Melville's world view, understanding and analysis of works, and criticism of works. Melville, like Edgar Allan Poe(1809–1849), known as an American mystery writer of about the same time, did not gain readers’ attention or response during his survival. Thirty years after his death, he was spotlighted by Raymond M. Weaver and re-evaluated his work, splendidly reborn as an artist[15]. Melville, along with Mark Twain(1835–1910) and Nathaniel Hawthorne(1804–1864), is one of the leading authors of 19th-century American literature. Melville was despaired by his father's business failure and sudden death, and his imagination grew up with sea life as a sailor and navy of the whaling ship, and this experience became an important foundation for his works[16].

Melville had an in-depth view of social issues such as slavery, class disparity, and black and white discrimination during the 19th century American Renaissance[15].

Most of Melville's work trends, including Moby Dick, are to seek the meaning of the human nature of human thinking, ideological notions, and interpersonal relations by materialism. This can be seen in the letter he sent to Hawthorne. Melville frequently wrote to Hawthorne during the writing of Moby Dick, and in the letter, he decided, "I will write my own will even if it does not meet my financial difficulties or reader's tastes"[13]. Melville, who has experience in the whaling ship, decided to write meaningful novels rather than simple interesting ones.

Moby Dick's story centers on the New Bedford harbor in the United States, famous for its 19th-century whaling industry. The story begins at the beginning of Moby Dick's fateful first sentence, "Call me Ishmael"[13]. Ishmael is a name in the Old Testament book of Genesis that implies that one is abandoned in society. When Ishmael, the protagonist of the work, is depressed, hard and frustrated, the sea, the only place to soothe his
Ishmael heads to New Bedford, famous for its whaling industry, to choose a whaling ship that catches a huge whale and to go out into the world of the sea. Ishmael, who is a spokesman for Melville in *Moby Dick*, initially could not escape from the dichotomous framework of good and evil, love and hate, divinity and debility. Arriving late at night in New Bedford, Ishmael met with Polynesian Queequeg, who is considered a barbarian, at the inn and restaurant 'Spouter Inn' to share the same room. They became friends with each other. Queequeg was born on the island of Kookoako, the southern sea, and was the son of a barbarian chief, who had an ambitious dream of experiencing the world as he was young, drawing in his mind the world of civilization. He has an excellent skill as a harpoon.

At the beginning of *Moby Dick*, there are several scenes related to Ishmael and Queequeg. Ishmael is surprised to see that Queequeg is a barbarian and has a terrible tattoo on his face and body, he tries to think "it's just his appearance"[13]. Whatever the color of the skin, Ishmael's open mind can be seen in reflecting on himself that it would be irrelevant to the person's heart.

This is fully understood in the light of Ishmael's surprise at seeing Queequeg worshiping in the chapel, when Ishmael walks down the street and enters a chapel of various races and listens to Pastor Maple's sermon. Ishmael is a man of generosity that embraces all different religions, such as races of different colors and cannibals. This can be explained that Ishmael goes beyond dichotomous logic and aims for dialogism by mutual coexistence and communication. Ishmael chooses the Piquod from three ships ready for whale hunting and boards with Queequeg.

Sailors aboard the Piquod are a diverse group of races from various parts of the world. They all have a purpose in catching whales. Some sailors are on the ship of Piquod for their livelihood, others because of the boredom of life on land, and Captain Ahab is vengeful about the white whale Moby Dick.

At that time, it was not a concept of salary but a system of allocating profits for each task. The way to catch whales is to hunt whales on three small attack boats, each captain of the navigator and the harpoon. There are three sailors aboard Piquod. Starbuck, the first navigator, has a strong stature with a large stature, and Stub, a second navigator, has the skill to deal with coolness and a sleek spear freely. And the third-class sailor Flask was a small, gutsy sailor. Carrying the goods needed for three years of sailing, the Piquod departs for the Atlantic Ocean. Catching whales is a very difficult task, but it is one of the important industries that provides whale oil to civilized societies.

It was Christmas at the time of Piquod 's departure from the port, suffering from the cold as if it was ripping out flesh. Captain Ahab does not appear at the beginning of his work. Ahab is a college man, an excellent harpoon, and has lived with cannibals, Ishmael and Queequeg, sailors of the Piquod, wanted to meet Captain Ahab before sailing to sea or just after boarding.

Captain Ahab, who never showed up when the Pequod was preparing for departure or even after sailing, stood on the deck in a majestic and unmistakable manner, instructing Starbuck, the first navigator, to gather all the crew. Curious and insecure, the sailors gathered on the deck. Captain Ahab, who is supported by ivory-footed prosthetic legs made of sperm whale jawbone on his left leg cut by the whales, proposed to the sailors who gathered on the deck. Insisting on giving the person who first discovered the giant white whale Moby Dick a big Spanish gold coin which is on the biggest mast, he strongly expressed his willingness to pursue white whales.

Starbuck speaks to the captain with a slight nervous, mixed expression of fear and worry. "I came to catch whales, not by captain's vengeance. Moby Dick must have acted instinctively"[13]. But the captain said in a furious tone: "Starbuck, if the sun had insulted me, I would have attacked the sun. All the sailors on this ship have a destiny with me. The captain brought the booze to all the sailors, followed by the booze and cried out, "God. If we can't kill Moby Dick, God will kill us all"[13].

The sperm whale is about 23 meters in length and lives in a group. When one of the herds is
injured, they protect themselves from other enemies by surrounding their companions around the wounded whale. Sperm whales like warmer areas and prefer squid for their food. The sperm whale's head is full of hardened cerebral oil. This is one of the reasons why sperm whales are brutally sacrificed.

About a year after its departure, by the time the Pequod was passing through Taiwan and the Vashi Straits, Queequeg was struggling on the threshold of death due to severe fever. In fact, Queequeg not only plays a very important role in Piquad but also has done a lot of work. As a harpoon, he had to fight whales and death as collateral, and had to do the hard work of climbing up dead whales to cut and squeeze oil. After a few days, Queequeg was weakened, leaving only skeletons.

Queequeg calls one of his colleagues to build a coffin before his death and says: "In my tribe, if a warrior dies, he is sprayed with perfume and sent to the island of stars by log ship. I do not want to be entangled in the net like other sailors and thrown into the sea"[13]. The carpenter nicely laid out the coffin Queequeg asked for and presented it in front of him, but he was recovering at a rapid pace. No sailor thought he would recover again.

In the meantime, the Piquad came near the equator where Moby Dick was often haunted. A few days later, the Piquad happened to meet the ship called Rachel one day. Captain Ahab had long known Captain Gardiner of Nantucket. When Captain Ahab asked if he saw a white whale, and Captain Gardiner replied that he saw a white whale yesterday, Captain Ahab began to ask questions about the white whale in a very excited tone. Rachel's captain began to talk about what happened late afternoon yesterday. "The three boats struggled with the whales. At that moment Moby Dick appeared and quickly smashed the reserve boat. Then the big boat disappeared and the spare boat disappeared. "Captain Ahab! My 12-year-old son was on a spare boat. May Piquad find my son. I beg you!"[13]. Captain Ahab, who has been silent, refuses firmly, orders the sail to rise again, and goes down to the cabin.

Captain Ahab felt joy and pain, hope and fear as fine dust. Captain Ahab, consistent with his firm commitment, obsession, and revenge, was enough to overwhelm every sailor. Captain Ahab began catching whales for the first time at eighteen, telling Starbuck about 40 years of difficult and difficult sea life. And the captain tells Starbuck to "do not jump into danger with me when you fight Moby Dick, but go back to your hometown and live happily with your family"[13]. When Captain Ahab refused to return home with Starbuck, he said, "Starbuck! That's not possible. As long as I live, I must abandon human love and desire, and continue the work!"[13]. Feeling embarrassed by Captain Ahab, Starbuck decides to leave.

The first time Captain Ahab discovered Moby Dick was near the coast of Japan. The teeth of the white whale Moby Dick struck two pieces of the captain's boat. When the other boats were stuck and unable to save the captain, the main ship led by Starbuck managed to rescue the captain. The next day a white whale emerged above the surface in the clear sunshine, sailors, including the Captain of the Piquad, quickly sought after the white whale. A battle broke out as Moby Dick entered three boats. Moby Dick, who was hit by the harpoon threw by the crew, shattered by hitting three boats in sequence. But while Fedallah was being dragged around a rope tied to Moby Dick's tail, no one saw the situation.

It has been the third day since the Piquad struggled with Moby Dick. With a murmuring ear, Moby Dick, with harpoons and spears, slowly appeared on the surface of the sea. At the command of the captain, the crew began to charge. The moment Captain Ahab was about to throw a harpoon in a fierce battle, he found Fedallah in Moby Dick's side, but he continued fighting with Moby Dick. Captain Ahab, however, is caught up in the harpoon rope he threw and wound around Moby Dick's back. Ishmael, the only survivor of the fierce struggle with Moby Dick, was rescued by Rachel, which had been drift in the sea for two days, relied on Queequeg's coffin that floated above the sea. The description on Herman Melville and Moby Dick's main points, and critics' comments on Moby Dick are shown in <Figure 1> below.
Figure 1 Understanding analysis of creatures.

3. Design of Image Contents Model for English-American Literature Works

The image content model design proposed in this study devised a plan for the learners to lead the class in order to increase their interest in self-direction learning and the humanities, so that learners who participated could lead the class. Considering the limited space and time in this class, learners were organized into small groups and encouraged to decide on their own so that they could make presentation sequentially. The design process of the image content model is shown in Figure 2, and the contents of Figure 2 are summarized as follows.

3.1. Creative video production

Content production planning should select works that are academically and socially valuable or that can be analyzed literally. And you need to choose a video editing program for content creation. In addition, the presentation group should plan a creation that can produce creative images in a predetermined period of time, and set the production period, presentation and discussion time. It is important that the topic of the presentation is not selected by the instructor, but by itself after sufficient discussion within the presentation group. This is different from the traditional education method, which has a meaning to increase the learner’s motivation to learn, and it can be very effective in developing creativity.

Small groupings should be properly categorized according to the number of learners who took part in the class and sequential presentation groups should also be selected. In this case, the instructor should explain the validity of the topic selection the contents necessary for the method of making the creation. For example, it should be explained to the learners how to collect data such as background information about the work, the writer’s life and values, video material, narration, and research on video editing programs. There should be sufficient consultation with the instructor when selecting topics in the presentation group.

For each group, data collection and video editing skills should clearly present a clear role-sharing for each group. For example, each team member’s task should be listed the responsibilities of each member of the group at the outset. In other words, one member should collect and edit data about the author’s life, some should summarize and organize the story of the selected work, and the other should prepare the narration.

3.2. Presentation and general discussion

According to the procedures selected sequentially, the presentation group proceeds with their prepared presentations based on the selected topic and presentation to other learners who took part in the class. It will then hold a mutual discussion with the presentation group on the criticism and the contents of the work. At this time, he presentation group should register the created creative video in the shared library so that other learners can fully understand it in advance. The role of the instructor should be guided so as not to deviate from the topic of discussion during the learner’s discussion, and should be supplemented if further explanation is required. And learner’s role is to understand the contents presented by the presentation group and conduct mutual discussions through question and answer.

Although traditional teaching methods (lecture-centered instruction) are discussed, instructors often assign a certain range of tests,
and learners only present when there are few questions and answers at any given time. Discussions also take place in traditional classes, but the instructor allocates a certain range of tests, learners rarely ask and answer questions at any given time. In this study, a free discussion process is conducted between a presentation group and other learners on the topic chosen by the learner.

3.3. Class review

All learners in the class should express their subjective opinions about the subject, criticism, and author of the work through a shared band after class. The instructor summarizes the contents of the comprehensive discussion among the learners and registers them in the shared band. Furthermore, creative or original novel ideas in the course of discussion among learners should be marked separately so that all learners can easily recognize them. This builds mutual consensus among all participating learners, to improve objective thinking and logical thinking. A shared data room can utilize cloud, band, and e-Class including presentations, various opinions, creations, and questions and answers. This can conveniently review and review information that has been dealt with offline beyond the scope of time and space, and can be a great help to improve the understanding of a wide range of English and American literature, which is characterized by versatility.

In this study, the proposed video content model design does not exclude the traditional education method at all, but complements the shortcomings of the existing education method and introduces a new education paradigm, image technology, to stimulate the interest and interest of learners. The main drawback of traditional English-American literature education method is the lack of efforts to develop creative learning methods that can stimulate learner’s attention. The traditional teaching and learning method is not only limited in broadening the understanding of English and American literature, which is characterized by versatility, but also widens the gap between learners English and American literature.

The biggest problem of the existing education method is in an environment where there is a very lack of communication tools that is interesting for learning to learners who are highly dependent on a computer or a smartphone. In other words, the traditional learning method has a limit in improving the understanding of the lectures taught offline, because of the lack of the ability to store and share, it is very difficult for learners with insufficient understanding to review the lesson contents. The main focuses on the design of the image content model proposed in this study can be summarized into six categories. The contents are as follows.

First, it can improve the immersion of learning by providing an opportunity to increase interest in English and American literature. By inducing the learner to participate in the class directly, rather than passively, the learner can raise interest in the class by forming a consensus on the authors and works of English-American literature while producing their own creative video.

Second, it is possible to memorize the contents of class information for a long time using digital technology to produce a creative image rather than the existing literacy method. This is possible thanks to the wide range of digital technology, nature of sharing and storage. Learners can hone their image editing skills while producing video, while at the same time helping them to improve their humanities thinking.

Third, the creative ability can be enhanced efficiently by establishing self-identification, acquiring diverse opinions, and enhancing logical thinking through discussion among learners, through self-directed learning rather than a simple text-based understanding of English and American literature.

Fourth, it is possible to increase the objectivity of the evaluation method by expanding the existing evaluation method by the instructor so that it can be evaluated among learners. The contents so far are shown in <Figure 2>. 
Figure 2. Video content model design process.

Fifth, there is less psychological burden on learners beyond the time and space walls. E-learning, distance education, and cyber education, which are used currently, have the technology of storing and sharing, however, it is also passive learning methods, as it is used for the simple purpose of transmitting information. The development of video contents proposed in this study is the process of learners selecting works and making creative videos through understanding and analysis of works, collaboration among learners, and mutual communication. Learners can create image related to British and American literature as Marc Benioff pointed out, "digital technology is simplified and creation is easy with simple tools"[17].

Sixth, the video produced by digital technology becomes a communication tool among learners. In a limited time and space of the classroom, learners share their ideas and abilities to listen to the other’s opinions. In addition, learners can not only experience various opinions indirectly, but also improve their ability to interpret and analyze works from various perspectives.

British and American literature has a characteristic that differences in interpretation can vary differently depending on the passage of time The English literature, which includes versatility, is very difficult to interpret and has many limitations in understanding the works in a limited classroom. The traditional learning method is that learners’ voices do not exist anywhere in the classroom. If learners lose concentration momentarily in class, the opportunity to listen again and again is very slim. Moreover, it is natural that learners accept only the information delivered by the instructor in a passive manner, limiting their potential creativity and originality.

As proposed in this study, it is very interesting for learners to learn the versatility of interpreting the works while experiencing the creation, presentation, and general discussion of creative images using digital technology. In other words, learners can break away from passive teaching methods and actively participate in video production to acquire an understanding of artists and works, and help them to develop their own original creativity or establish their own identity.

4. Survey Evaluation and Analysis applied to English and American Literature Class

This questionnaire was conducted to apply learners’ response to teaching methods and to establish the correct orientation of English and American literature class in applying to it using video contents.

<Table 1> lists the items related to the contents of this study from the lecture assessment questionnaire from learners immediately before the end of the English semester lecture evaluation in the second semester of 2019.

Table 1. Course evaluation questionnaire.

<table>
<thead>
<tr>
<th>Test Items</th>
<th>Questionnaire results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you check the lecture plan before applying for class?</td>
<td></td>
</tr>
<tr>
<td>① Never read</td>
<td>① 58.7%</td>
</tr>
<tr>
<td>② Read roughly</td>
<td>② 28.4%</td>
</tr>
<tr>
<td>③ Read in detail</td>
<td>③ 12.9%</td>
</tr>
<tr>
<td>2. How much do you know about English works before class?</td>
<td></td>
</tr>
<tr>
<td>① Never know</td>
<td>① 78.8%</td>
</tr>
<tr>
<td>② Roughly know</td>
<td>② 12.6%</td>
</tr>
<tr>
<td>③ Already know</td>
<td>③ 8.6%</td>
</tr>
</tbody>
</table>
3. What do you want to get from this class?

- In order to earn credits: 23.2%
- To improve English skills: 58.2%
- To increase the understanding of literary works: 14.3%
- Other opinions: 4.3%

4. What are the advantages of this method compared to the traditional method?

- Focused the concentration on the class: 38.1%
- Had a fun of making presentation materials directly with group members: 54.2%
- Other opinions: 7.7%

5. What are the disadvantages of this method compared to the traditional method?

- Need to try to extend a variety of fields such as essays, poems, news, etc.: 38.6%
- It is not easy to buy a software program for creative production: 48.7%
- Other opinions: 12.7%

6. How did you feel through this class?

- Improving English skills with an exciting and fun class: 69.3%
- Encouraging students-professor interaction: 24.2%
- Counseling for personal problems: 2.6%
- Other opinions: 3.9%

This study proposes a content development plan to increase learners' participation rate in English and American literature class, broaden understanding, analysis, and criticism of work, and foster creative convergence talents for future society. Although this assessment questionnaire is not a questionnaire from an accredited institution, it is used to establish the correct direction of the new education system for learners.

Although there were various problems such as difference of learners' individual opinions and the timing of the survey, it was an invaluable reference in setting the direction of study on the development of image contents.

The evaluation and analysis of this questionnaire are summarized as follows. Before taking this class, more than half 58.7% did not show much interest in the content of the class. 78.8% of the respondents said that they did not know anything about English literature related to this class, 81.4% of the respondents said that they wanted to improve their credit or English skills rather than understanding literary works. In addition, about the advantages of the teaching method for the video content class, 92.3% of the learners were highly rated that they were able to concentrate on the class and fun making the video material.

However, it does not have the advantages of this class. As to a disadvantage of this class, 38.6% of the respondents hoped to learn various fields, and 48.7% said that it was not easy to purchase a program to produce a creative work.

Moreover, approximately 24.2% of respondents surveyed to suggest that dialogue and communication between learners and instructors was very natural through literary works and video content technology.

This means that the development of bidirectional communication tool between the learners and the instructor is inadequate, and thus there is a lack of communication opportunities. This problem is urgently needed to develop a communication tool for teaching and learning in the future.

The following conclusions were drawn from the evaluation and analysis of this questionnaire. In order to enhance the understanding of British and American literature, research to discover digital technologies and application program must be carried out continuously, and various contents should be developed for learners beyond the scope of traditional learning methods.

The evaluation of this questionnaire led to the following conclusions. In order to improve the understanding of British and American literature, the tools of digital media technology should be
actively used to utilize the tools of communication about teaching and learning methods that have escaped from the existing teaching methods. The classroom environment should be changed to become a learner-centered discussion space.

5. Conclusion

The purpose of this study is to enhance learners to understand English Literature by making image materials for themselves through digital program and technology, like concept maps which are helpful as a tool to gauge learners’ understanding because they make the knowledge construction process visible[18].

This study is a new creative concept of teaching method of how much learners are involved in making presentation materials on the basis of existing methods for the Humanities. Thus, the significance of this study is to broaden the opportunities for promoting the understanding of literature and communication with learners and instructor.

The effects of the English Literature class using digital technologies are as follows:

First, making the video materials for understanding English literary work encourages the learners to have confidence and interest in English, and improve their English skills with an exciting class rather than traditional teaching methods such as text analysis. Second, the effects of this course’s experiment emphasize the importance of literature through digital technology, and increase the understanding of the literature. Third, students who make presentation materials with other group members have cooperation and naturally enhance their interpersonal skills. In addition, the impact of cooperative learning on interpersonal skills encourages learners-instructor interaction.

This study makes the following possible suggestions based on the above effective results.

First, it is absolutely necessary for students to make the learning materials by using digital media technologies with class members for the self-directed study of literature. Second, media materials of one’s own making should be further developed and used for English Literature class, as well as other various fields.

This study was limited to English and American literary works, but this basic research can be developed and actively utilized in adjacent fields. In the future, we will expand the scope of this study and continue to develop in-depth follow-up studies such as the development of educational contents using practical digital tools.

6. References

6.1. Journal articles


6.2. Books


6.3. Conference proceedings


6.4. Additional references


Author
Kang Young-don / Dongyang University Professor
B.A. Chungnam National University
M.A. Chungnam National University
Ph.D. Chungnam National University

Research field
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Major career
- 2005~present, The Association of Modern English Studies, Board Member
- 2011~present, Dongyang University, Professor
- 2015~present, The Journal of Humanities and Social Science, Editor in Chief
- 2016~present, Science Future Convergence Education, Board Member