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Case Study of a Class on Classical Narratives Using ChatGPT: Focusing on the Classics Retelling Project***

SUMMARY

This study analyzes the "Classical Narratives Retelling Project Using ChatGPT" conducted by the Department of Korean Language and Literature at Chung-Ang University in Korea in the first semester of 2023 in the course "Studies on Classical Literature Narrative". The retelling project was carried out in stages, from the preliminary stage to the preparation, planning, and production stage. In collaborating with ChatGPT, learners repeatedly compared and reviewed their initial intentions with ChatGPT's suggestions. In selecting, revising, and synthesizing the story with ChatGPT, learners continuously considered narrative integrity and the team's retelling intentions (theme implementation). Their understanding of and interest in Korean classical narratives increased during this process. A 5-point Likert scale survey was used to verify this statistically and analyze the results, statistically confirming that the retelling process using ChatGPT had a positive effect on both understanding and interest in classical Korean narratives. To compensate for the limitations of the small sample size, we conducted an in-depth questionnaire survey. We analyzed the responses to confirm the effects of active participation and self-directed learning, deepening the understanding of classical narrative texts and forming a collaborative relationship between learners and ChatGPT. However, the limitations of using ChatGPT were identified as inaccuracies in ChatGPT data, answers that did not respond to learners' intentions, uncreative ChatGPT narrative suggestions, and learners' insufficient ability to utilize ChatGPT.

Keywords: ChatGPT, Classical Korean narratives, Retelling, Education, Self-directed Learning, Learner-ChatGPT Interaction.

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INTRODUCTION

As the power of generative artificial intelligence (AI) has grown, including Chat Generative Pre-trained Transforme (GPT), concerns and anxieties have increased. These include the fear that the human sphere will shrink owing to AI's development, ChatGPT-generated content inaccuracy, dependence on ChatGPT, and technological inequality. The growing fear of ChatGPT is likely due to its ability to provide information and its impact on every aspect of human life. As with all new science and technology, when it first emerged, there were fears that it would destroy human life. However, humanity has captured the utility of technology and developed it to contribute to human life.

In the case of ChatGPT, we must consider how to solve the expected problems and explore the possibility of using it in various fields. In this process, one should be wary of unfounded fears or excessive optimism about ChatGPT. First, we must have a clear understanding of ChatGPT. To explore ways to use ChatGPT for classical narratives education based on this problem, the authors conducted a "Classical Narrative Retelling Team Project" using ChatGPT in the class *Studies on Classical Literature Narrative* at the Department of Korean Language and Literature, Chung-Ang University in the first semester of 2023 (March 2-June 21).

Existing studies have proposed various methods of teaching classical literature using retelling (Choi Hye-jin, 2019; Jeung Sun-hee, 2023; Lee Jeong won, 2022; Lee Myeoung-Hyun, 2015; Lee Myeoung-Hyun, 2020) and digital tools (Kang & Lee, 2021; Kim & Lee, 2021; Lee & Yoo, 2019). The previous studies proposed a convergence education plan using retelling to break away from the existing knowledge-oriented classics education and developed a convergence education plan using digital tools such as chatbots.

In this paper, we propose a retelling learning method using ChatGPT based on the results of previous studies. Specifically, we present the design of student projects using ChatGPT, the process of student projects, and the learners' diagnosis and evaluation of the project. We explore the relationship between ChatGPT hallucinations and classical narrative retellings and propose a learner-centered ChatGPT lesson design. In addition, we analyze the process and results of learners' team projects and derive learning outcomes and limitations based on learner survey results. Based on this, we propose a direction for classical narrative education in the era of artificial intelligence.
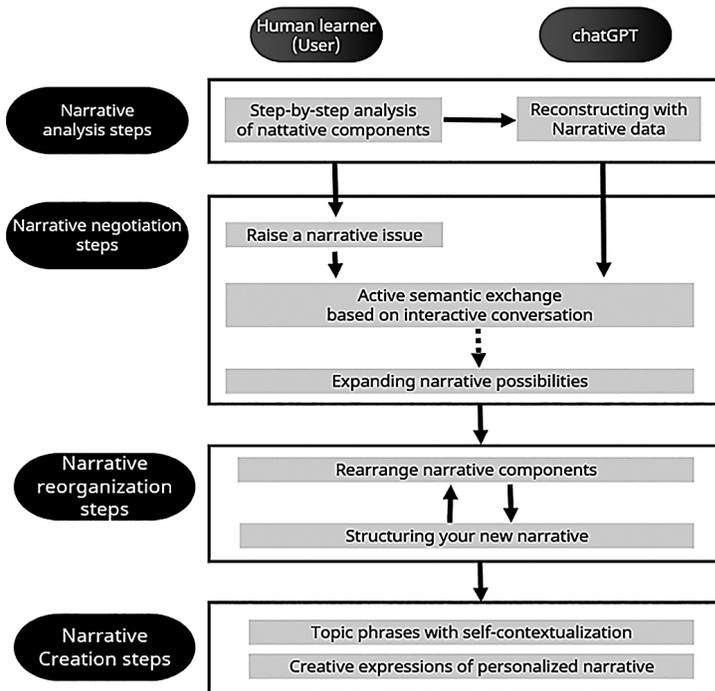
CHATGPT AND RETELLING CLASSICAL NARRATIVES

One of the most common negative criticisms of ChatGPT is that it is deceptive and provides inaccurate knowledge owing to data limitations or bias. This criticism is valid because ChatGPT does not reveal how its answers to questions were created or where the information was derived. However, this criticism overlooked this point. ChatGPT is a text-and-language generation algorithm, meaning it is bound to lie at certain times and was designed to provide detailed responses to prompts, and not make judgments. The research uses statistical quantitative machine learning based on the probability distribution of consecutive words (Lee & Jo, 2023, p.346). ChatGPT learned the structure and rules of text generation by observing which words appear frequently and in what combinations. In this case, the probability distribution of consecutive words implies a correlation, not causation, in how ChatGPT works. It formulates answers to prompted questions in its manner (algorithm) based on the probability distribution of consecutive words. While it would be beneficial if ChatGPTs only answered questions with accurate facts, it will inevitably generate incorrect answers because they must provide complete sentences using the text generation algorithm. This feature of ChatGPT is known as "artificial hallucination", in which a generative AI, such as ChatGPT, generates information that is not true, as if it were true, and confuses the user. Noh Dae-won (2023, p.11) said Google Metadata defines hallucinations as confident statements that are not true.

Here, ChatGPT's hallucinations connect to the fiction of the narrative. ChatGPT creates plausible lies regarding information that data cannot verify, things that are not true, and so on. A plausible lie is a fiction that conflicts with the real world but is complete within the narrative. The hallucinations of generative AI can be said to respond to the problem situation presented with a plausible narrative based on a narrative aggregation process called data learning. This is similar to how humans create fictionalized worlds based on their enjoyment of stories. If one defines a good lie in ChatGPT as "plausible fiction", then ChatGPT can be considered a narrative-creation machine. ChatGPT's ability to generate text based on what is typed as a prompt is very useful, especially when one needs to fictionalize (lie) intentionally, such as retellings based on classic narratives.

Considering the previous study, Classical narratives are a process in which learners engage in dialogues with classical narratives and create new ones that embrace, deconstruct, and transform the conventions and conventions of classical narratives to express themselves (Lee Myeoung-Hyun, 2015, p.154). Retelling classical narratives in a learner-centered way means that learners read a work, identify the details of the work, understand the relationship between the internal and external elements of the work, and then express it in their own way. Learners can gradually grasp the sequence

and procedure of understanding the components of a work, the relationships and regularities among the components, and express their ideas creatively based on the analysis of an ancient text as they proceed with retelling.

Image 1. A diagrammatic representation of the retelling process.

Based on antecedent scholarly work, through retellings of classical narrative texts, the learner identifies a problem posed by work and self-directedly explores the work's proposed solution to that problem, whether that solution is possible in the society of the time, and, if not, what narrative devices are employed to make the impossible possible (Lee & Yoo, 2019, p.666). In addition, it creatively expresses the issues raised in the classics from today's perspective by narratively reconstructing them in their own way. In other words, retelling classical narratives is a step-by-step reconstruction of classical narratives texts, self-expression, and creative work that reinterprets classical narratives texts from a realistic perspective. The retelling of classical narratives using ChatGPT accepts generative AI hallucinations as narrative fiction, and humans form a narrative community by interacting with AI. To comprehend this, it is worth noting the interaction between the human learner (user) and ChatGPT. ChatGPT and the user establish a conversational relationship by exchanging one-to-one correspondence pairs of utterances. The ChatGPT reads, interprets, and presents results based on its data learning, where the user reads and

interprets the ChatGPT's results based on his/her experience of experiencing the story and then enters a requirement at the prompt.

In conversation with the ChatGPT, the user is a retelling creator, analyzing classical narratives text and asking the ChatGPT for interpretation. Simultaneously, the user is a reader who reads and analyzes the text generated by ChatGPT. The user selects and modifies the story proposed by ChatGPT based on their expectation horizon and world perception. In this process, ChatGPT is not just an authoring tool that responds unilaterally to user needs. ChatGPT implements the user's narrative suggestions but also acts as a guide to engage the user in the imaginary world of the story. The user and ChatGPT interact to reorganize and rearrange the narrative and create new text. Below is a diagrammatic representation of this process.

In retelling ancient texts, ChatGPT is more than just a "narrative generation machine". Users and ChatGPT build a narrative community that embodies new images using the original text as a medium and expands narrative possibilities through questioning and meaning exchange. As writers and readers, users and ChatGPT engage in narrative negotiation to co-create, accept, deconstruct, transform, and reconstruct classical narratives. Therefore, retelling classical narrative texts using ChatGPT can be described as a process-oriented, step-by-step comprehension education. Users must understand and analyze the original text to type their needs into prompts. Then, when ChatGPT responds to the user's request, the user must decide whether it meets their intention, is clear enough, and is an interesting story. Finally, to utilize ChatGPT, users need to systematically analyze the original work and proceed with narrative creation step-by-step. This learning process requires users to read deeply and understand the work from their perspective. By using ChatGPT to understand classical narratives step-by-step, it is possible to move away from education centered on knowledge acquisition to the creative interpretation of classical narratives from various perspectives.

DESIGNING LESSONS AND RETELLING PROJECT

Studies on Classical Literature Narrative is a course that studies representative Korean classical narratives works and is a course in the Department of Korean Language and Literature at Chung-Ang University. Kim Jong Cheol (2005, pp.22-23) said the curriculum of classical narratives courses in Korean universities is organized around national literature and tradition. Classical narrative works are often taught from the perspective of national culture, ethnic identity, and uniqueness. Referring to precedent studies, such education in classical narratives reveals certain limitations in the contextual relationship between classical and modern literature and in the

convergence of classical narratives with other disciplines (Lee Myeoung Hyun, 2021, p.47). To overcome these limitations, *Studies on Classical Literature Narrative* is designed to understand classical narratives by focusing on the reception and transformation of narrative elements such as motifs, types, and genres.

In *Studies on Classical Literature Narrative*, we try to understand classical narratives as a story and cultural discourse that changes as it is transmitted from the past to the present, rather than learning it as a category of knowledge, such as interpreting vocabulary and inheriting traditional values. Approaching classical narratives as a narrative enables creative convergence between classical narratives and contemporary popular narratives, subcultures, and technologies. To pursue this possibility, a class combined theoretical learning about major classical narratives such as *Samguk Yusa, Samguksagi <biography>*, and *Suijeon* with retelling classical narratives using ChatGPT. In this article, we discuss the design of the class and the use of ChatGPT to retell classical narratives.

The *Studies on Classical Literature Narrative* class, which took place in the first semester of 2023 was a 3-credit course with 75 minutes each on Monday (1st) and Wednesday (2nd) for a total of 150 minutes and was attended by 26 students. In this class, we designed a syllabus for Week 16 to carry out a retelling project of classical narratives using ChatGPT based on understanding classical narratives.

Table 1. Syllabus of *Studies on Classical Literature Narratives*.

Week		Lecture topic and content	Retelling Project with ChatGPT
1	1st session	Lecture OT: Lecture Method and Professor Introduction	
	2nd session	Lecture OT: Nature of the Subject and Learning Target	Pre-stage team formation
2	1st	Origin of the Narrative: Story Evolution and Simulation Theory	
	2nd	Understanding Classical Narrative: Invention of Traditions and Inventing the Classics	Pre-stage team building
3	1st	Mythological Narrative and Epic Symbolism	
	2nd	Origin of Myth, and Ideology	Team activities during the narrative analysis step
4	1st	Heroic Narrative and Exploration	
	2nd	Topic discussions and team project activities	Team activities during the narrative analysis step

5	1st	Modern Acceptance and Variation of Heroic Narratives	
	2nd	Topic discussions and team project activities	Team activities during the narrative analysis step
6	1st	Ghost and Monster Narrative	
	2nd	Topic discussions and team project activities	Team activities during the narrative negotiation step
7	1st	Modern Acceptance and Variation of Monster Narratives	
	2nd	Topic discussions and team project activities	Team activities during the narrative negotiation step
8		Expert Special Lecture: ChatGPT and Storytelling	Team activities during the narrative negotiation step
9	1st	Love Narrative and Romance	
	2nd	Topic discussions and team project activities	Team activities during the narrative reorganization step
10	1st	Modern Acceptance and Variation of Love Narratives	
	2nd	Topic discussions and team project activities	Team activities during the narrative reorganization step
11	1st	Understanding Fantasy Narratives of the Joseon Dynasty	
	2nd	Topic discussions and team project activities	Team activities during the narrative reorganization step
12	1st	Modern Acceptance and Variation of Fantasy Narratives	
	2nd	Topic discussions and team project activities	Team activities during the narrative creation step
13	1st	Classical Narrative and the Politics of Memory	
	2nd	ChatGPT retelling project team feedback	Team activities during the narrative creation step
14	1st	Project presentation: groups 1 and 2	Final presentation and feedback
	2nd	Project presentation: groups 3 and 4	Final presentation and feedback
15	1st	Project presentation: groups 5 and 6	Final presentation and feedback
	2nd	A Comprehensive Review of the Course	
16		Final exam and Survey conducted after the semester	Submit the finalized version

As suggested in the syllabus, the works were organized into themes such as mythology, heroic sagas, and love sagas, and the lectures focused on representative works. In this class, the professor's interpretation of the work, the student's discussion of the topic, and the presentation were conducted to understand classical narratives step-by-step. The professor's lecture analyzed the detailed elements of the work and comprehensively explained the relationship between its internal and external elements. Concerning Chung's research, to arouse learners' interest in classical narratives, it is necessary to change from canon-centered ethnic literature education to reading, appreciation, and discussion literature education (Chung Byung Heon, 2007, pp. 5-26). Therefore, discussion topics related to coursework were presented in advance, and group discussions were held in class. The discussion topics were designed to provide a deeper understanding of the content of the work and to discover and apply contemporary meanings. For example, the discussion topics in the second period of Week 4 were: "What is excluded from the heroic narrative?", "What are the qualifications of a hero and the values that a hero should pursue?", and "Is our time a time when we need heroes or when heroes should be absent?" After the discussion, the participants were presented in groups, and their views were exchanged through questions and answers.

In parallel to understanding classical narratives, we conducted a project on retelling classical narratives using ChatGPT. The project was conducted as a team project for brainstorming, idea exchange, and co-creation, and team organization and team-building activities were conducted as preliminary steps. From Week 3, the team project was executed in stages, from the "preparation stage" to the "planning stage" to the "production stage". The team project activity used the time after the discussion presentation in the second week, and the professor and students communicated continuously to review the retelling. The following table shows the entire team project process, from the preliminary stage to the final report submission.

Table 2. Process of Retelling Project.

Category	Week	Main Activity
Preliminary step	Week 1-2	1. Team formation 2. Team building activities 3. Understanding the characteristics of ChatGPT prompts
Narrative analysis step	Week 3-5	1. Analysis of the original work and identification of narrative turning points 2. Discussion of key retelling settings 3. Designing a narrative retelling plan

Narrative negotiation step	Week 6-8	1. Raising issues about the work
		2. Collaboration between human learner and ChatGPT(learner's prompted input - ChatGPT's suggestion - learner's choice)
Narrative reorganization step	Week 9-11	1. Iterating collaboration between human learners and ChatGPT
		2. Structuring by rearranging narrative elements
Narrative creation step	Week 12-13	1. Self-contextualization of ChatGPT suggestions
		2. Creative expression of the narrative subject
Final step	Week 14-16	1. Presenting the results of a retelling project
		2. Q&A and audience interaction
		3. Faculty reviews
		4. Submitting a final report reflecting the Q&A and faculty critique.

Understanding classical texts and ChatGPT retelling project work together to build a step-by-step understanding of classical texts and challenge them from today's perspective. If learners need to recognize the current value of classical narratives, it is merely a cultural heritage of the past. In researcher Ko's view, it is necessary to examine contemporary problems in one's own life through the medium of classical narratives (Ko Jeong-Hee, 2105, pp.132-162). Retelling using ChatGPT is a creative teaching and learning design that induces learners' voluntary participation in learning.

As outlined by researcher Han, currently, the top priority in classical narrative education in Korean universities is to expand the avenues of literary enjoyment while making students aware of the "presentness" of classical works (Han Gil-yeon, 2019, p.62). Retelling classical narratives using ChatGPT is an effective way to explore the present while actively enjoying classical narratives. In this team project, we focused on the following points to reinterpret classical narratives from a modern perspective:

1. Being able to do self-directed analysis and comprehension of classic texts;
2. Recognizing and interpreting the current value of ancient texts;
3. Understanding the characteristics of ChatGPT and using it for retelling classical narratives;
4. Rediscovering classical narratives with the ChatGPT Retelling Project.

To retell classical texts using ChatGPT, learners must understand the classical texts' order, norms, and structures. It is not just about knowing a work's plot but also about analyzing the eventual components of a story, such as chapters, sequences, narrative propositions, and changes. According to the work authored by Robert McKee, he saw "events" as artificially constructed with a clear purpose and embedded

in settings, images, actions, and dialogues (McKee, 1997, pp.31-65). A story must show meaningful changes in the character's life. For learners to recognize meaningful changes in an event, they must understand the character's problem.

To complete a retelling project with ChatGPT, learners must independently analyze and understand the events of classic works. Learners must teach ChatGPT what they have analyzed and type narrative suggestions in response to prompts to realize their retelling intention. Through this process, learners reflect on real-world issues through the lens of ancient texts. Retelling ancient texts asks, "What value can be found in ancient texts today?" and uses ancient texts to express their thoughts in writing (Lee Myeong Hyun, 2015, p.140). Although classical narratives are past stories, many issues remain relevant today. Building upon preceding research, learners must capture and reconstruct their stories through retelling (Lee Myeong Hyun, 2020, p.259). To learn ChatGPT and make narrative suggestions in response to prompts, learners need to understand the nature of the ChatGPT program and the illusions of the generative AI and apply them to the retelling process. To create the best retellings, learners should form a narrative community with ChatGPT, in which they are both writers and readers, using classic works as a medium. Learners' ability to utilize ChatGPT is a key factor in the success of a retelling project. Teaching learners to learn ChatGPT and applying it to retelling is a creative convergence of classical narratives with science and technology, expanding the field of classical narratives. Finally, learners reach a stage where they recognize classical narratives by performing a ChatGPT retelling project. It is important to recognize that classical narratives are not simply literature of the past but ongoing literature that interacts meaningfully with the present.

Utilizing ChatGPT is important for accomplishing these goals. Most of the students in this class had no experience with ChatGPT before Week 1. Most were only vaguely familiar with it from what they had seen and heard in the media, and if they used ChatGPT, it was primarily out of curiosity. To accomplish the retelling project, students need to be familiar with the characteristics of ChatGPT and comfortable with typing prompts. For the retelling project of this course, the authors repeatedly used ChatGPT to retell classical narratives in advance, referring to the latest papers on ChatGPT, and presented the following prompt input guide to learners:

1. To provide ChatGPT with basic information regarding the original work, it is necessary to analyze the work in pieces and train it. To train ChatGPT, you should respond to the prompts in the following way. Firstly, we clarify who you are directing, which you can do by using symbols. For example, symbols such as A, B, or X can be used to distinguish between characters rather than giving their names directly. You can also avoid pronouns or deliberately avoid

words with similar meanings. Second, create guidelines by providing plenty of context.

2. Your intent should be specific and explicit, considering narrative theory, such as setting, character, event, and setting. First, encourage a chain of thought. Breaking down tasks into steps can improve LLM's reasoning performance (Kojima, Takeshi et al., 2022; Wei, Jason et al., 2022). Second, use rich examples (Brown et al., 2020). This allows ChatGPT to learn and apply to various examples. Third, clarify your instructions using subjunctive syntax (If, or if not, Else if, etc.). Fourth, give your ChatGPT a persona (White et al., 2023), such as a drama writer. Providing a specific persona gives ChatGPT a more specific perspective (Act as persona X.). Fifth, finalize your instructions and check for understanding with the ChatGPT by asking, "Do you understand?" or "Summarize what you understand so far."

3. To iterate on the thought process, you should utilize the method of Self-Ask (Ofir Press et al., 2022), which repeatedly prompts ChatGPT to ask follow-up questions. First, by prompting ChatGPT to ask follow-up questions, the gaps in the initial prompt can be filled. Second, follow-up questions can be cascaded to form conversational pairs with ChatGPT, which can then be combined to provide a narrative connection.

4. You should ask the ChatGPT for answers in different cases: tree of thought (Shunyu Yao et al., 2023). This chain of thought can be extended by noting the multiple reasoning possibilities at each step. This is accomplished by breaking the problem into multiple steps and generating multiple thoughts for each step, essentially creating a tree structure.

Learners practiced prompting guidelines through lectures and team-based instructional feedback and applied them to prompting as they executed projects. As they interacted with ChatGPT, they repeated the process of suggestions and responses, selection and revision, and rephrasing. As they synthesized their stories, they negotiated various narrative possibilities with ChatGPT, forming a narrative community with ChatGPT. Below is a summary of what learners did in this process. For the sake of brevity, we do not analyze in detail the entire process of learners interacting with ChatGPT through prompts, instead referring to the ChatGPT shared links.[1]

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[1] Presenting and analyzing the learners' retelling project output is beyond the scope of this paper. We will analyze the project results in detail in a subsequent paper that explores the principles of narrative creation in a narrative community (learner-ChatGPT).

Table 3. Summary of the retelling project final report.

Team	Origin Text	Retelling Process	Interaction with ChatGPT
Team 1	Queen Jinseong Geotaji	1. Raised problems: In the modern era, what qualifies as a true hero? Who qualifies as a villain (or a monster)? 2. Set situations: Modern times, a group that monopolizes power and wealth, and a group that uses technology to resist. 3. Key changes: In the original, Geotaji fights the foxes at the request of the king of the sea, but in the retelling, Geotaji fights both the king of the sea's group and the old foxes' group.	https://chat.openai.com/share/d9f1bcce-ff45-4dab-9414-790e5ef7fa18
Team 2	Manpasikjeok	1. Raised problems: What is the true value of unity and solidarity? 2. Set situations: The confrontation between king Shin-mun and Kim Chun-gil, set during the period, and the appearance of Arang, king Shin-mun's assistant, who was not in the original 3. Key changes: king Shin-mun's rise to dominance introduces antagonists and allies, king Shin-mun realizes the value of unity and solidarity through his victory.	https://chat.openai.com/share/4e3d5bdb-a055-4391-a2fa-db8b41d78086
Team 3	Dohwanyeo Bihyeongnang	1. Raised problems: Rethinking the negative assessment of King Jinji, the essential difference between humans and non-humans 2. Set situations: Set the Duduri as a separate species, Set Dohwanyeo as a Duduri shaman, Bihyeongnang as a half-and-half, and Gildal as a Duduri shaman 3. Key changes: Bihyeongnang betrays his betrothed, Gildal, and marries Princess Cheonmyeong of Silla. The relationship between humans and the Duduri race is severed.	https://chat.openai.com/share/5ba2e438-a29e-4d22-ba28-6fcb0cf3e4df

Team 4	Kim-hyun Gamho	1. Raised problems: Questioning the unilateral sacrifice and commitment of tiger maiden 2. Set situations: A romance between a tiger maiden and a human male set in modern times, with the tiger lady's three brothers overprotective of their sister. 3. Key changes: Conflict between the three brothers and Kim Hyun arises, and the tiger lady's active response resolves the conflict. They overcome the differences between their species and succeed in love.	https://chat.openai.com/share/018a0299-dd56-40d4-ad1a-f6fac280d8ef
Team 5	Su-Ro Bu-In (Mrs. Suro)	1. Raised problems: Counter-questioning Su-Ro Bu-In's passivity, The text does not reveal the specifics of the flow of events 2. Set situations: Some people live on land and some live at sea. Su-Ro Bu-In is an intermediate being between the two. 3. Key changes: Su-Ro Bu-In's ability to control water allows her to mediate wars between land and sea people and reconcile the two worlds.	https://chat.openai.com/share/0613d314-77da-471f-8f80-9b408cdb0b5e
Team 6	On-dal Jeon	1. Raised problems: Is the marriage between Princess Pyeong-gang and On-dal true love? Why is Princess Pyeong-gang satisfied with On-dal's support after their marriage? 2. Set situations: Make Pyeong-gang the lead explorer and On-dal a helper with special abilities 3. Key changes: Male and female protagonists as companions on an exploratory adventure. The heroine takes the initiative to explore a mysterious lake. A reciprocal relationship where they give and receive help.	https://chat.openai.com/c/dabdf409-0511-4a7f-87f3-6b622b115e39

In collaboration with ChatGPT, learners iteratively compare and contrast their initial intentions with ChatGPT's suggestions. As they "select, revise, and synthesize" stories with ChatGPT, they must constantly consider narrative integrity and the

team's retelling intentions (theme implementation). This is where the thinking skills of connecting the issues raised by ancient texts with their problems in the real world come into play, and the imagination and creativity of reinterpreting the issues of ancient texts from a contemporary perspective come into play. In the next chapter, we analyze the results of the learners' questionnaires to determine whether the goals of the class were achieved.

LEARNER SURVEYS ANALYSIS

Survey setting and hypotheses

We conducted a satisfaction survey on the retelling process using ChatGPT from June 13 to 18 2023, among students who took the class *Studies on Classical Literature Narrative* at Chung-Ang University Seoul Campus in the first semester of 2023. Through the survey, we hoped to confirm these hypotheses:

Hypothesis 1: The retelling process utilizing ChatGPT has a positive effect on the understanding of Korean classical narratives.

Hypothesis 2: The retelling process utilizing ChatGPT has a positive effect on interest in Korean classical narratives.

We detailed the variables and prepared the questions to test this hypothesis. Specifically, the questionnaire was designed to check the student's level of understanding before the course, level of interest, whether they usually use ChatGPT, level of understanding after the course, level of interest, and level of satisfaction with the course. Accordingly, the questionnaire was organized as follows, except for asking about respondents' characteristics (gender, nationality, education level). All the questions were answered using a 5-point Likert scale.

Table 4. Specific questions of the survey.

Level of understanding before the course	Before taking the class, how much did you know about classical Korean narratives?
Level of interest before the course	Before taking the class, how interested were you in classical Korean narratives?
Usual ChatGPT interest	Do you normally use ChatGPT?
	For yourself, how well do you utilize ChatGPT?

Level of understanding after the course	After taking the class, how much do you know about classical Korean narratives?	
	How much does the retelling process with ChatGPT impact your understanding of classical Korean narratives?	
	Does the retelling process with ChaGPT help you understand this classic epic work?	
Level of interest after the course	After taking the class, how interested are you in Korean classical narratives?	
	How much does the retelling process with ChatGPT influence your interest in classical Korean narratives?	
	Does the retelling process with ChatGPT help you get excited about this classic epic??	
Satisfaction with the course	Was the retelling process with ChatGPT worth the time and effort?	
	How likely are you to recommend the Retelling with ChatGPT course to other learners?	
	Would you be willing to learn other classic epic works through ChatGPT?	

Survey Results: Frequency and descriptive statistics analysis

Table 5. Frequency and descriptive statistics analysis.

Variable	Category	Average	Standard Deviation	N(%)
gender	female			17(70.8%)
	male			7(29.2%)
nationality	Korea			18(75.0%)
	China			6(25.0%)
	etc.			0

class	1st semester			0
	2nd semester			1(4.2%)
	3rd semester			2(8.3%)
	4th semester			2(8.3%)
	5th semester			5(20.8%)
	6th semester			1(4.2%)
	7th semester			11(45.8%)
	8th semester			1(4.2%)
	9th semester or higher			1(4.2%)
Level of understanding before the course		3.17	0.702	
Level of interest before the course		3.54	1.021	
Usual ChatGPT interest		2.40	1.113	
Level of understanding after course		4.11	0.650	
Level of interest after course		4.15	0.862	
Satisfaction with the course		4.10	0.795	

Twenty-four out of 26 students responded to the survey, with 17 (70.8%) are female and 7 (29.2%) are male. The nationalities of the respondents were as follows: 18 (75.0%) from South Korea and 6 (25.0%) from China. Approximately half of the respondents were in their seventh semester, with 11 students (45.8%). This was followed by 5(20.8%) in the fifth semester, 2 (8.3%) in the third and fourth semesters, and all other semesters except the first semester.

Survey Results: Paired sample t-test

A paired-sample t-test is a statistical method used to test for differences between treated groups. We conducted a paired-sample t-test to examine the difference between the level of understanding and interest in classical Korean narratives before

the retelling process using ChatGPT and the level of understanding and interest in Korean classical narratives after the process.

Table 6. Paired-sample t-test.

Category		N	Descriptive statistics		t (p)
			Average (M)	Standard Deviation (SD)	
Understanding Korean Classical Narratives	Before course	24	3.17	0.702	-6.094(< 0.001) ***
	After course	24	4.11	0.650	
Interesting in Korean classic narratives	Before course	24	3.54	1.021	-2.524(0.009) **
	After course	24	4.15	0.862	

[Model 1] There is a difference in the degree of understanding of Korean classical narratives before the retelling process using ChatGPT and the degree of understanding of Korean classical narratives after the process**.**

[Model 2] There is a difference in the degree of interest in Korean classical narratives before the retelling process using ChatGPT and in Korean classical narratives after the process.

Regarding [Model 1], as a result of the analysis, t=-6.094, p<0.001, which is statistically significant based on a significance level of 0.001. Regarding [Model 2], as a result of the analysis, t=-2.524, p=0.009, which is statistically significant based on the significance level of 0.01. Therefore, both the [Model 1] hypothesis and the [Model 2] hypothesis are adopted. Before the retelling course using ChatGPT, the average score was 3.17; however, after the course, the average score was 4.11, an increase of approximately 0.94 points. The average interest in Korean classical narratives before the retelling course using ChatGPT was 3.54 points, while the average interest in Korean classical narratives after the course was 4.15 points, an increase of about 0.61 points.

Survey Results: Regression analysis

In addition, we conducted a simple linear regression analysis to determine whether the retelling process using ChatGPT affected the level of understanding and interest in classical Korean narratives after the retelling process. A simple linear regression

model is a statistical method that explains the variation in a dependent variable by the variation in one independent variable.

Table 7. Regression analysis of [Model 1].

Variable	Unstandardized coefficient		Standardized coefficient	t(p)	F(p)	R^2
	B	S.E.	β			
(constant)	1.181	0.350		3.368 **	72.465 (< 0.001) * **	0.767
Satisfaction with the course	0.715	0.057	0.876	8.513 ***		

Table 8. Regression analysis of [Model 2].

Variable	Unstandardized coefficient		Standardized coefficient	t(p)	F(p)	R^2
	B	S.E.	β			
(constant)	0.186	0.434		0.428	86.558 (< 0.001) * **	0.797
Satisfaction with the course	0.968	0.104	0.893	9.304 ***		

[Model 1] Satisfaction with the retelling process using ChatGPT influences the degree of understanding of Korean classical narratives after the retelling process**.**

[Model 2] Satisfaction with the retelling process using ChatGPT influences the degree of interest in Korean classical narratives after the retelling process.

Regarding [Model 1], the analysis revealed that the regression model was suitable for F=72.465 (p<0.001). The dependent variable explains 76.7% of the independent variables. According to the non-standardized coefficient β value and the significance probability(p) according to the t-distribution, the satisfaction of the retelling process using ChatGPT is β=0.715 (p<0.001). Regarding [Model 2], The analysis shows that the regression model was suitable, with F=86.558 (p<0.001). The R^2=79.7 indicates that the dependent variable explained 79.7% of the independent variables. According to the non-standardized coefficient β value and the significance probability (p) according to the t-distribution, the satisfaction of the retelling process using ChatGPT is β=0.968 (p<0.001). Both the [Model 1] and the [Model 2] hypothesis are adopted. Since the signs of the β value are positive, it can be assumed that the level of understanding and the level of satisfaction increase as the level of satisfaction increases.

Hypothesis testing

Based on the paired-sample t-test and linear regression analysis results, we tested the following hypotheses: First, there was a difference in the level of understanding and interest in Korean classical narratives before and after the retelling course using ChatGPT. As satisfaction with the course had a significant effect on the level of understanding and interest after the course, the [Model 1] and [Model 2] hypothesis that the retelling course using ChatGPT had a positive effect on the level of understanding and interest in Korean classical narratives was verified. Therefore, both Hypothesis 1 and Hypothesis 2 are supported.

Supplement Performance Analysis with an Open-ended, In-depth Survey

By analyzing the results of the multiple-choice questionnaire, we can observe that the retelling process using ChatGPT induces positive effects in terms of both understanding and interest in Korean classical narratives. However, the survey has a limitation that the sample size is relatively small because it is limited to the students of *Studies on Classical Literature Narrative* in the first semester of 2023. To compensate for this problem, we conducted a subjective questionnaire survey for individual learners.

The contents of the subjective questionnaire were organized as follows, taking into account the effectiveness of self-directed learning, understanding of classical narratives, use of ChatGPT, the effectiveness of the retelling project, and the significance and limitations of the project, which were emphasized in the team project design.

1. What do you think is the difference between teaching with ChatGPT and traditional lectures?
2. Please write about how you utilized ChatGPT to accomplish your retelling assignment.
3. How did ChatGPT help you understand the classical narrative compared to other works you've studied?
4. In what ways were you disappointed with the way ChatGPT helped you understand the classical narrative compared to other works you've studied in general?
5. Has ChatGPT deepened your understanding of classical narrative, and if so, in what ways?
6. What was the most challenging part of understanding classical narratives through ChatGPT?

Based on the answers to the survey above, we obtained the following results:

1. Active engagement and self-directed learning

> *The class using ChatGPT was a class that required active participation from the students, [...] and then the students explored on their own based on what they had learned. (Student 1[2])*

> *The way I use GPT allows me to actively learn by raising questions on my own, asking them to GPT, and working through them together. (Student 6)*

In their survey responses, many learners cited active engagement as a benefit of retelling using ChatGPT. Since learners must type their questions into ChatGPT, they must explore the source material independently and create their question intentions and framing. From the learners' point of view, this learning process is self-directed. Therefore, it can be said that the project design and its effects were appropriate**.**

2. Deepen understanding of classic texts

> *I was able to have an analytical understanding of the original text, which deepened my understanding of the original text. [...] but I was able to raise questions in detail according to the paragraphs and interpret the meaning of each paragraph. (Student 9)*

To retell classical narratives using ChatGPT, learners must have a detailed understanding of the background, characters, and themes of classical narratives. To create a new story, learners need to understand the characters' characteristics, the space's atmosphere, the social environment, the specificity of the events, and the sense of theme, and analyze the narrative bifurcation of the work. In addition, to retell the story according to the learners' planning intentions, they must first interpret the original work's meaning and consider how to change it to create a new meaning. Through this process, the learners better understand the original text.

While creating retellings using ChatGPT, they asked fundamental questions about the narratives.

> *I thought about what the continuation of narratives is all about, how narratives will be created in the future, and how the existing classical narratives should be viewed. (Student 20)*

Three learners wrote about their thoughts on literature and narrative. Although it is a small number compared to the total number of learners, they developed a sense of concern about the universality of narrative and the nature of literature while performing ChatGPT retelling. The rapid development of AI has begun to directly

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[2] Number is the order of the students who answered the survey.

influence the creation and enjoyment of narratives. Through the retelling project, students seriously reflected on how narratives should be defined in the era of AI.

3. Build a collaborative relationship with learners in ChatGPT

(ChatGPT played a role) a fourth team member. […] I was able to actively learn by raising my own questions and asking them to the GPT and solving them together." (Student 6)

To me, ChatGPT felt like a tireless team member with endless ideas. (Student 21)

Learners enter basic retelling information into ChatGPT, such as genre, medium, characters, setting (e.g., time and place), and key events, and ask ChatGPT to fill in the blanks. In this process, learners often perceive ChatGPT as a co-author and teammate who works with them. These examples demonstrate that learners and ChatGPTs form narrative communities. When humans and generative AIs communicate and collaborate, new ways of creating narratives become possible.

4. Limitations on using ChatGPT

Many learners reported that they struggled with the inaccuracy of ChatGPT data while retaining them. Because ChatGPT does not have sufficient data on Korean classics, it does not respond to learners' intentions and provides incorrect answers. As a result, they pointed out that they could only use ChatGPT as a reference tool, and that they had to do the detailed storytelling work themselves. Learners also pointed out that the stories suggested by ChatGPT are quite schematic.

I didn't really like the ideas that ChatGPT suggested. I felt like my imagination and creativity were trapped in the flow of the ChatGPT. (Student 2)

As you can see in the student response above, ChatGPT primarily responds to familiar stories. This may be related to narrative patterns learned by ChatGPT. Determining the exact training data is difficult, but it seems to have learned structuralist narrative patterns, such as Vladimir Propp's *Morphology of Folk Tales*. We suspect ChatGPT suggests schematic and familiar narratives because it has learned how to type and organize narrative components. The limitations of ChatGPT noted by learners included inaccuracies in ChatGPT data, responses that did not respond to learners' intentions, uncreative ChatGPT narrative suggestions, and learners' inability to utilize ChatGPT. While these limitations certainly exist, we believe we will find solutions if we continue to explore ways to teach the retelling of classics using ChatGPT.

CONCLUSION AND DISCUSSION

ChatGPT suffers from artificial hallucinations, where it generates untrue information as if it were true. On the one hand, ChatGPT's hallucinations are a technical limitation of the current stage, but on the other hand, they are a characteristic of generative AI that can create plausible fictional narratives. In this study, we examine the case of a class that conducted a classical narrative retelling project to explore ways to utilize ChatGPT's hallucinations in classical narrative education. Through the case study of *Studies on Classical Literature Narrative* class in the first semester of 2023, we found that retelling classical narratives using ChatGPT effectively promotes active, self-directed learning, deepens understanding of classical works, and generates interest in classical narratives. In addition, during the retelling project, we found cases in which learners and ChatGPT formed a collaborative relationship, and a few students developed a sense of fundamental issues about literature and narrative.

Classical literature narrative education in Korean universities has traditionally emphasized indigenous culture, ethnic identity, and uniqueness from the perspective of ethnic literature. The value of classical narratives as ethnic literature will continue to be valid, but as the literary environment changes due to the development of science and technology, such as artificial intelligence, new methods of classical literature narrative education should be explored. In this study, we attempted to link the education of classical literature narratives with artificial intelligence by proposing a learning method in which learners and ChatGPT interact. If these attempts accumulate, a practical plan can be derived for appreciating and educating classical literary narratives in the AI era.

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Studija slučaja kolegija o klasičnim pripovijetkama uz korištenje ChatGPT-a: usmjerenost na projekt o prepričavanju klasika

SAŽETAK

Studija proučava projekt „Prepričavanje klasičnih pripovijetki pomoću ChatGPT-a" koji provodi Odsjek za korejski jezik i književnost Sveučilišta Chung-Ang iz Koreje tijekom prvog semestra 2023. u sklopu kolegija Studije o pripovijedanju u klasičnoj književnosti. Projekt prepričavanja provodio se u etapama, od faze inicijacije do faza pripremanja, planiranja i izvedbe. Uz pomoć ChatGPT-a učenici su opetovano uspoređivali i revidirali svoje prvotne namjere s prijedlozima ChatGPT-a. Prilikom biranja, revidiranja i sintetiziranja priče ChatGPT-om učenici su stalno razmatrali narativni integritet i namjere tima (implementiranje teme). Tijekom ovog procesa povećalo se njihovo razumijevanje klasičnih korejskih pripovijetki i interes za njih. Ova je tvrdnja statistički provjerena provođenjem ankete Likertovom ljestvicom od 5 bodova i analizom rezultata, čime je statistički potvrđeno da je proces prepričavanja uz pomoć ChatGPT-a imao pozitivan utjecaj na razumijevanje i interes za klasične korejske pripovijetke. Da bismo nadoknadili ograničenja malog uzorka, proveli smo dubinski upitnik. Analizirali smo rezultate da potvrdimo učinke aktivnog sudjelovanja i samostalnog učenja, čime se produbilo razumijevanje klasičnih pripovijetki i stvorio suradnički odnos između učenika i ChatGPT-a. Međutim, ograničenja u korištenju ChatGPT-a prepoznata su kao netočnost njegovih podataka, odgovori koji nisu usklađeni s upitima učenika, kao nekreativni narativni prijedlozi ChatGPT-a i nedostatna sposobnost učenika u korištenju ChatGPT-a.

Ključne riječi: ChatGPT, klasične korejske pripovijetke, prepričavanje, obrazovanje, samostalno učenje, interakcija između učenika i ChatGPT-a.