

AI Literacy in Advanced Korean Language Learning: Negotiating Translation & Creative Collaboration with AI

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원문	그날 이후 지금까지 나는 <u>개를 좋아하지 않는 사람</u> 이 되었다. 손을 뻗어 개의 목과 등을 쓰다듬을 수 없는 사람이 되었다.
Copilot Translation	<u>Since that day</u> , I have become someone who does not like dogs. Someone who cannot reach out a hand to stroke a dog's neck or back.
Smith's Translation	<u>From then on</u> I <u>developed an aversion</u> to dogs that has persisted to this day. Rather than reaching out to tousle soft fur, my arm stays clamped to my side.

Comparison of an AI translation versus human translation of the same lines.

Course Background

KOR 564/764: Modern Korean Texts II is the highest-level Korean language course in the program. It enrolls undergraduate and graduate students. In 2026, students' majors include East Asian Languages & Cultures, Art History, Psychology, and Law.

Course Goal

The primary goal was to integrate AI into advanced language learning in a structured and critical way. Students were guided to develop AI literacy skills so they could use AI tools responsibly to support language development, revision, translation, and creative collaboration.

Implementations

A 7-week AI literacy module was embedded into the course, focusing on practical, creative, and critical uses of AI in language learning and translation. The module included:

- Introduction to AI literacy and collaborative rubric development
- Round-trip translation experiments (Korean → English → Korean)
- Comparative analysis of human and AI translation
- Collaborative story writing with AI
- Collaborative poetry writing with AI
- Class discussions on negotiation, authorship, and responsibility in AI-human collaboration

The module culminates in a final photo essay project, combining original student photographs with short essays or poems collaboratively written with AI in Korean.

The final project is assessed through an alternative grading model using student self-assessment based on the rubric co-developed during the first week of the module.

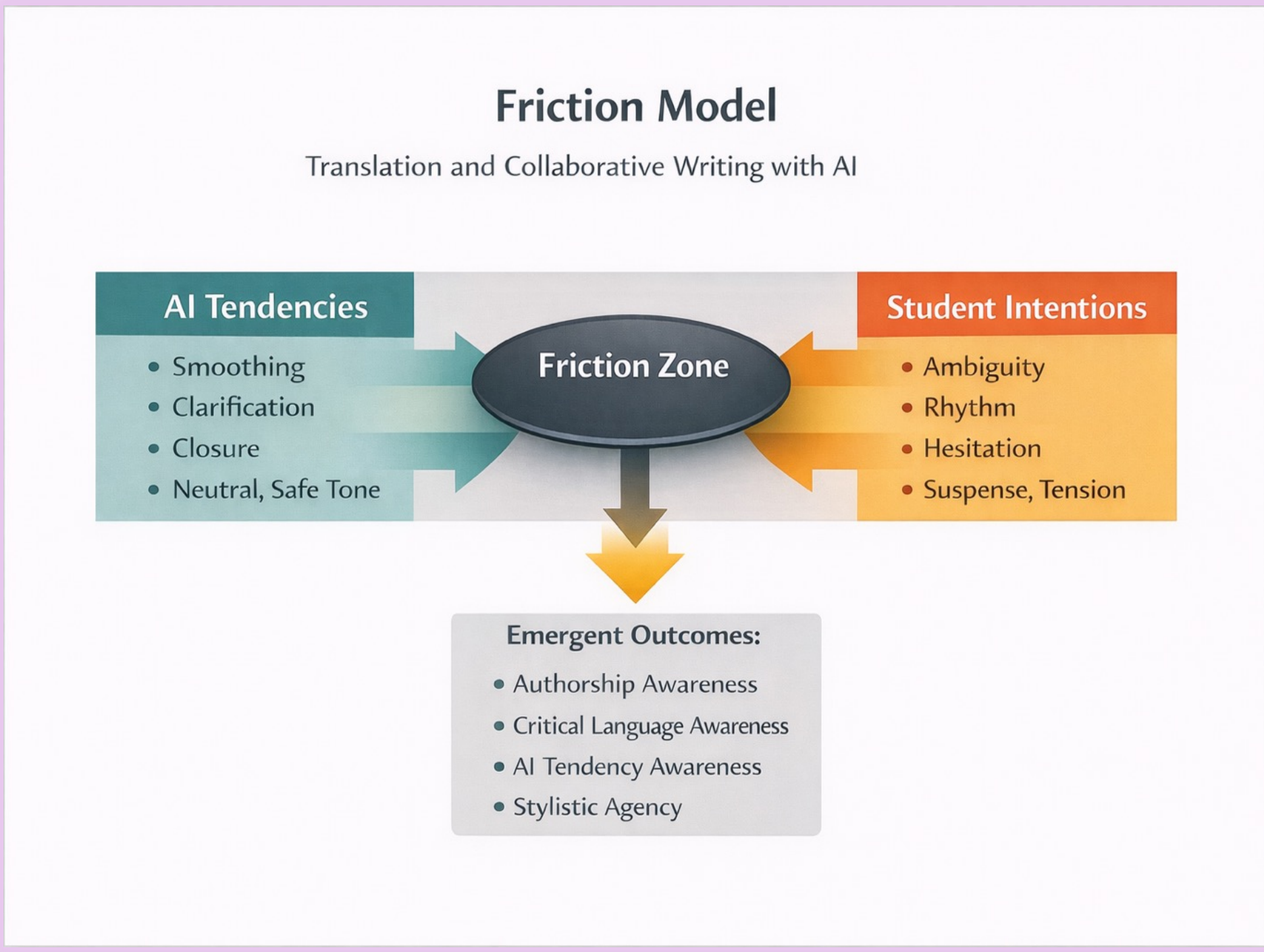
Completed projects will be exhibited at Watson Library (East Asian Studies section, 5th floor) the end of Spring 2026.

Results Summary

Across the AI literacy module, students identified recurring AI tendencies in translation and creative writing, including insertion of explicit subjects, clarification of ambiguity, and smoothing of stylistic tension. Friction moments emerged when AI output did not match students' intentions, prompting them to make decisions about revising, rejecting, or adapting AI suggestions. These moments were particularly visible in collaborative poetry writing, where AI often struggled with metaphor and sustained ambiguity. Rather than treating mismatches as errors, students used them to reflect on their own writing habits and intentions. Translation activities similarly opened discussions about what it means to “read between the lines” in Korean and highlighted the role of human judgment in interpreting meaning.

나: I want to write a Korean story/essay/poem with you. Let's take turns writing. Please continue from my sentences without correcting or judging them.
AI: 좋아요. 지금부터 우리는 번갈아 쓰는 한국어 이야기/수필/시를 함께 만들어요. 당신이 적은 문장은 절대 고치지 않고, 그 느낌 그대로 이어서 쓸게요. 준비됐어요. 첫 문장을 써 주세요.
나: 어느 날에 이상한 소포를 받았다.
AI: 나는 문 앞에 잠시 서서 그 무게와 온도를 손끝으로 느껴보았는데, 마치 안에서 아주 작은 숨소리가 일렁이는 듯했다.
나: 나는 소포를 열었고 안에는 위 부분은 언어인제 아래 부분은 인간의 모습한 괴물이 있었다.
AI: 그 괴물은 나를 보자마자 천천히 고개를 들어 올렸고, 입 모양이 단어처럼 열렸다가 닫히며 무언가를 말하려는 듯 미세하게 떨렸다.
나: 그 괴물은 입이 열려 작은 목소리로 "물 좀 주어"라고 부탁했다. 내가 상자를 집어 들으며 급하게 부엌에 갔다.
AI: 수도꼭지를 틀자 찰랑거리는 물소리가 싱크대에 부딪혀 퍼졌고, 나는 컵을 채우면서도 뒤에서 들려오는 아주 희미한 굵히는 소리에 계속 귀를 기울였다.
나: 그 상자 안에 있는 괴물은 상자 밖에 올라가서 다리를 움직이고 있었다.

Example of a student collaborating with AI to write a poem.



Section 2. A Friction Moment

Describe one moment when AI output conflicted with your intention. (This is the “friction zone” of your experience.)

- What was your original intention?
- What did AI produce?
- What felt misaligned?
- Why did this difference matter?

Response (1–2 paragraphs):

In my poem, my original intention was to have simple sentences to describe the feeling of introspection, however, AI kept producing long paragraphs. I felt as though the intended message was misaligned and the AI was taking the prompt + writing too seriously or literally. This difference mattered because I wanted the abstract prompt to make the audience think critically, but the AI was seemingly thinking for the audience.

Students are taught about “friction moments” when collaboratively writing with AI. The student response in the bottom image shows how critical reflection on their AI usage leads to greater insight about language choices.