

Balancing Innovation and Psyche:

Human-Machine Partnerships for Personalized English Learning Experiences

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ABSTRACT

This study explores psyche-centric human-machine partnerships in English Language Teaching (ELT), balancing technological innovation with learners' psychological needs through Critical Pedagogy. Pronunciation inconsistencies, instructor workload overload, inadequate customized feedback, and motivational deficiencies are some of the problems that traditional English language learning frequently faces, especially among diverse learners. These challenges aggravate educational disparities by impeding speaking, writing, and understanding skills. Implementing Critical Pedagogy in ELT classrooms enables students to cultivate psychological resilience (psyche) across diverse scenarios. Psyche-centric design, guided by Critical Pedagogy, empowers students to interrogate AI biases, cultivate psychological resilience, and navigate power dynamics in digital classrooms. Through digital platforms and human-AI partnerships, they critically analyze power dynamics, develop adaptive strategies for real-world challenges, and gain confidence in handling complex situations with empowered awareness. Because of its advanced natural language processing, students can successfully improve their English skills through intelligent interactions

and customized support. Self-Determination Theory posits that those three basic psychological needs autonomy, competence, and relatedness foster learners' positive attitudes toward learning. By creating activities like self-judging error causes, avoiding an excessive reliance on technology, and guaranteeing the development of higher-order cognitive skills, you can strike a balance between learner autonomy and human-machine collaboration.

Keywords: Critical pedagogy, Digital classroom, English language learning, Self-determination theory.
