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Transformative Co-Agency: A Humagenony Framework for Neo-Educational Curriculum Design in ELT and Beyond

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Abstract

The 'Humagenony Model' is introduced as a novel framework for AI-human collaboration in English language teaching (ELT) curriculum innovation, integrating artificial and human intelligence to foster transformative learning experiences (Mezirow, 1991) and a critical pedagogy that humanises the learning process (Freire, 1970) in response to digital-era educational demands. This doctoral research aims to bridge the gap between traditional curriculum design and AI potential by exploring how educators and AI systems can co-design curricula, blending human creativity with AI-driven analytics to create dynamic, learner-centred content that adapts to diverse learner needs. Using a design-based research approach grounded in socio-constructivist principles (Vygotsky, 1978), the study involved iterative co-design cycles in pilot ELT classrooms, where teachers and AI collaboratively developed and refined learning materials based on continuous feedback. Findings from these pilots indicate that the Humagenony Model significantly enhances student engagement, personalises feedback, and expands opportunities for autonomous language practice. Qualitative feedback reveals improved teacher efficiency and creativity in lesson planning, while learners demonstrated notable gains in communicative competence and critical thinking, supported by AI scaffolding that complements teacher guidance – exemplifying Vygotsky's zone of proximal development. Crucially, the model aligns with UNESCO's humanistic vision of AI as an augmentative educational tool (UNESCO, 2019) and echoes OECD's call for innovative, future-ready curricula (OECD, 2021). In conclusion, this study demonstrates that a human-centred AI partnership can catalyse curriculum transformation in ELT, offering practical implications for integrating technology ethically and effectively to enrich language pedagogy and empower learners.

Keywords: AI-human Collaboration; Curriculum Innovation; English Language teaching; Transformative Learning; Critical Pedagogy