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## The 21<sup>st</sup> Century Model for Pedagogical Transformation: Exploring Teachers' Identity and Professional Responsibility

Yadu Prasad Gyawali and Meghna Mehndroo

### Abstract

*This study proposes to facilitate the implementation of learner-centered, language-integrated, and future-oriented teaching and learning methodologies, per the National Education Policy (NEP 2020) principles and global educational perspectives. The primary goal of the study is to bridge the gap between traditional pedagogical approaches and modern educational requirements. The independent discussion with four educational experts from Nepal and content analysis were regarded as the methods of the study. The paper highlights the importance of learner-focused teaching and learning strategies, where learners are encouraged to develop creativity and critical awareness. Furthermore, Sustainable Development Goal 4, India's NEP 2020, and Nepal's education policy aim to improve educational quality and accessibility, focusing on fair access and inclusion for those in need. India and Nepal also prioritize teacher training and development to improve education systems, contributing to Sustainable Development Goal 4. The Article concludes by focusing on language, logic, and social context, in line with recent reports and research studies, to ensure outcome-based learning in a changing world. Similarly, some suggestive parameters for*

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*curricula reform to enhance sustainable development goals in line with the 21st-century mindset have been discussed.*

**Keywords:** NEP 2020, SDG 4, global perspectives, teacher development, paradigm shift

### Introduction

The need for a paradigm shift in teaching and learning strategies has become prominent in a rapidly transforming educational setting. This study aims to facilitate the implementation of progressive educational strategies, including learner-centred, language-integrated, and future-focused approaches. Aligned with the principles articulated in the National Education Policy of 2020 (NEP 2020) and enlightened by global educational perspectives, the primary objective of this study is to bridge the widening chasm between traditional pedagogical practices and modern educational requirements. The paper emphasizes the incorporation of learner-centred teaching and learning methodologies, encouraging students to develop their creativity and critical thinking. These approaches align with the goals of Sustainable Development Goal 4, India's National Education Policy 2020, and Nepal's education policy, all of which seek to improve the quality and accessibility of education, with a consistent emphasis on equitable access and inclusion for the marginalized.

Moreover, both India and Nepal accord a central role to teacher training and development, recognizing the central role educators play in moulding effective education systems, and thus substantially contributing to the achievement of Sustainable Development Goal 4. In an ever-changing world, the conclusion of this paper emphasizes the significance of language, logic, and social context by citing recent reports and studies. These facets are integral in ensuring outcome-based learning that equips learners to navigate and succeed in an evolving educational landscape. In addition, the paper discusses parameters for reforming curricula to align educational objectives with sustainable development goals, thereby cultivating a 21st-century mindset attuned to the most urgent global challenges of our time.

This research is motivated by the need to bridge a gap between traditional pedagogical practices and the changing educational environment. It is essential to adapt teaching, learning, and evaluation strategies to the changing requirements of today's students. The NEP 2020 functions as a catalyst for this transformation, both in India and globally. This study aims to contribute to the corpus of knowledge by advocating for learner-centered, language-integrated, and future-focused teaching and learning strategies per NEP 2020 and global perspectives. Numerous deficiencies in the current corpus of knowledge have been highlighted, emphasizing the need for several crucial improvements. The establishment of a more learner-centered educational paradigm, which places the learner at the center of the pedagogical process, is an essential requirement. As important is the incorporation of a thorough understanding of the psychological complexities of learners into pedagogical planning, given the pervasive influence of individual psychology on educational outcomes. In addition, there is an imperative need to shift from a predominant focus on summative assessments to an emphasis on forward-looking educational goals that equip students to face the ever-changing challenges of the future. Moreover, there is a compelling demand for the widespread adoption of andragogical principles, empowering students to assume responsibility for their educational journeys and developing their creative and critical thinking abilities. In addition, recognizing the significance of locality, language, and culture in the educational domain is crucial for the development of inclusive and effective learning environments. To effectively address the urgent global challenges of the 21st century, the integration of sustainable development objectives into contemporary curricula becomes an absolute necessity.

### **Literature Review**

Teaching and learning situations are considered the backbone of the educational system. How pedagogical practices occur and are interconnected with the learners' achievement are important parts of quality education. On the other hand, the academic institutions, agents and curricular and extra-curricular facets have been influencing the learning situation. A learner can be taken as an agent of society and what, why and how the learner poses attitude and behaviour to the existing situation is crucial in the value of teaching. Ministry of Human Resource Development (2020) in National Educational Policy 2020 (NEP 2020) presented and explained knowledge, wisdom and truth as the main components for teaching and learning. Similarly, learning is taken as the preparation for life. Dörnyei (2009) discussed the psychological aspects of learning as all human beings have different perspectives, needs, interests and expectations. In a recent study, Sato and Csizér (2021) supporting (Dörnyei, 2009) explained that the learners are the core unit of learning. The most important thing is to read them and implement the programs.

Furthermore, they discussed that learners' psychological considerations are key skills to reveal pedagogical goals as a result, quality education and products can be ensured. Another important concern regarding learners is the framework for learning (Mercer, 2011). For example, in the situation, we create for teaching-learning, evaluation only for summative perspectives, learners' psychology moves backward not forward. The recent trends of learning goals focus on futuristic learning goals. Mulcahy et

al. (2015) explained changing trends of pedagogies as the learner-focused teaching learning strategies prepared them to mature and they could realize learning. Furthermore, they explained the pedagogical shift to andragogy, where the learners are independent to develop creativity and critical awareness. Furthermore, Jeanes (2021), elaborated the pedagogical scenario with examples of andragogical realizations and focused on locality-based, language-oriented and cultural influences in learning. Therefore, this paper suggests some parameters of current needs and curricula reformation measures to enhance sustainable development goals relevant to the 21<sup>st</sup> century mindset.

Several fields, including education, have undergone substantial transformations in the 21<sup>st</sup> century. Globalization, technological advances, and labour market adjustments have created new demands for education systems to better prepare students for the challenges and opportunities of the contemporary world (Tican, 2019). Countries around the world have responded to these changes by instituting curriculum reforms and searching out the best teaching practices that align with the requirements of the learning environment of the twenty-first century.

The function and responsibility of instructors in the 21<sup>st</sup> century is one of the most important aspects of this pedagogical evolution. Rahayu and Bandjarjani (2021) stated that teachers in the 21<sup>st</sup> century encounter new challenges and expectations that require them to adjust their teaching practices to suit the requirements of their students. Teachers must now be prepared, trained, and endowed with the necessary skills to navigate these obstacles and educate students effectively in the twenty-first century. These alterations have prompted a shift toward dynamic learning environments that foster teacher-student partnerships and student-centered instruction. Research indicates that giving instructors and pupils access to mobile devices does not guarantee that they will be used in pedagogically desirable ways (Reichert & Mouza, 2018). The 21<sup>st</sup> century's pedagogical transformation is heavily dependent on teachers' sense of self and professional obligation.

This paper focuses on an important issue in the field of education, namely a significant disparity between traditional pedagogical practices and the changing needs of students in the dynamic landscape of contemporary education. Modern educational environments are characterized by dynamic shifts in societal, technological, and cultural dimensions, necessitating a reevaluation of how knowledge is transmitted and assimilated. In this context, it is imperative to emphasize the critical importance of aligning teaching, learning, and evaluation strategies with the ever-changing and diverse requirements of learners. This imperative for change is supported by concrete examples such as India's National Education Policy (NEP) of 2020, which functions as a beacon illuminating the path to educational reform. NEP 2020 is not an isolated instance, but rather a representative of larger global education trends and aspirations. It presents the compelling argument that our educational system must endure a radical transformation, one that transcends the boundaries of conventional pedagogy. In essence, the purpose of this paper is to serve as a compass, directing the course of education towards a future where the gap between tradition and progress has been bridged, ensuring that students are not only prepared for the present but also prepared for the challenges and opportunities that lie ahead in the rapidly evolving educational landscape.

### **Methodology**

This study's research strategy and methodology were meticulously selected to effectively align with and achieve the research objectives. Specifically, the study employs an interpretative research design following the ideas of (Castleberry & Nolen, 2018; Cohen et al., 2013; Creswell & Creswell, 2018; Denzin & Lincoln, 2011), a choice made after careful consideration due to its inherent capacity for a thorough exploration of the perspectives and experiences of participants. The qualitative method as suggested by (Leavy, 2017) was instrumental in facilitating a profound and detailed comprehension of

the topic. To execute the investigation, interviews were conducted with four eminent Indian and Nepalese educational leaders. These individuals were chosen based on their extensive track record of implementing innovative policies and well-documented expertise in educational reform. This meticulous selection process was instrumental in ensuring that the selected participants had substantial insights germane to the study's predetermined areas of interest. The interviews were only audio-recorded with the participants' explicit permission, thereby preserving the accuracy and integrity of the data collection procedure suggested by (Marshall & Rossman, 2014; Mears, 2012). In addition, meticulous notes were taken during these interviews to capture subtle nonverbal indicators and contextual elements. The resulting data set, which included both interview transcripts and detailed notes, was subjected to a rigorous qualitative analysis procedure. This required the systematic identification of recurring themes and patterns in the data (Braun & Clarke, 2012; Kekeya, 2016), a procedure for which the use of software for qualitative analysis is acknowledged. Based on the emergent themes, a coherent narrative was meticulously crafted, encapsulating and concisely summarizing the research findings.

### **Results and Discussion**

In the following section, our study explores the dynamic relationship between language, technology, and educational outcomes in South Asia. We examine the relationship between content and language learning, with technology functioning as a catalyst to shape the pedagogical landscape of the region. The evolution of teacher education is central to our discussion, as it highlights the shifting perspectives and methodologies amidst accelerated technological transformations. As we deconstruct these findings, we also speculate on the future, presenting a wide range of possible directions for South Asia's educational policies, constrained by both challenges and opportunities in an ever-changing educational environment.

#### **Language, Technology, and Outcomes: Innovative Educational Policies in South Asia**

Educational policy is the main landmark in shaping the educational environment. The policies are the guidelines for implementing the education system, pedagogical practices, reflections and program evaluation. The country's constitution, educational act, rules and procedures of the specific country direct the educational policies. For example, NEP-2020 is the recent guideline of educational management in India from basic to higher education. Similarly, other countries such as Nepal, Bangladesh, Bhutan, and the USA have their educational policies and procedures with diverse provisions. For example, one of the expert's remarks:

The National Education Policy (NEP) of 2020 in India signifies a significant turning point in the educational framework of the nation. The statement exemplifies a forward-thinking transition towards a comprehensive and all-encompassing methodology for education. The National Education Policy of 2020, with its emphasis on the acquisition of knowledge, cultivation of wisdom, and pursuit of truth, lays the foundation for nurturing individuals who possess a comprehensive understanding of various subjects and are equipped with the essential skills required in the 21st century. Nevertheless, achieving its desired outcomes is contingent upon the proficient execution of policies and the facilitation of educators' empowerment to foster educational settings that promote profound and meaningful learning experiences. (Expert 1)

From the expert's view, indeed, the National Education Policy (NEP) of 2020 is a turning point in India's educational landscape. Its emphasis on knowledge, prudence, and truth demonstrates an aspiration for a well-rounded educational system. This policy envisions individuals with subject

knowledge and the critical thinking and problem-solving skills essential for the complexities of the twenty-first century. However, the success of NEP 2020 is contingent upon its successful implementation. The policies must be translated into actionable steps, and educators must be granted the authority to design engaging and transformative learning environments. In addition, comprehensive teacher training programs aligned with the new policy directives are required.

In addition, it is crucial to resolve issues such as equitable access to high-quality education, particularly in rural areas, and to adapt the policy to India's diverse sociocultural contexts. The effectiveness of NEP 2020 will be measured by its ability to bridge the gap between policy formulation and implementation, ensuring that the vision of a comprehensive and innovative education system for all pupils becomes a reality.

On the other hand, the Ministry of Human Resource Development (2020) published a dynamic and popular National education policy in India. According to NEP (2020), the structure of school curricula and pedagogy has been reformed and they are categorized based on developmental ages such as foundation (five years), preparatory (three years), middle (three years) and high (four years). Similarly, NEP suggested focusing on language learning and provisioned three language policies. Along with the three-language formula, Indian sign language across the country must be implemented; as a result, learners can understand the reality of learning. Regarding NEP-2020, the current needs and 21<sup>st</sup>-century skills must be incorporated into the curriculum from the beginning as the learners are the product and must be highly magnified with knowledge, skill and truth.

Along the lines of (Ministry of Human Resource Development, 2020), technological integration, vocation-based education, education for public service and promotion of soft skills have been emphasized and language is taken as the central issue by which learners can get exposure to the contents of diverse universe. Regarding the Nepalese education system, one of the experts said:

The education system in Nepal is currently experiencing a noteworthy transformation as it strives to synchronize with prevailing global educational patterns. The Ministry of Education in Nepal is taking significant steps towards creating a more responsive and relevant education system. This is achieved through a strong emphasis on technological integration, outcome-based education, and a multi-dimensional approach. To fully actualize the potential of these reforms, it is of utmost importance to prioritize establishing fair and equal opportunities for all individuals to access high-quality education. Additionally, it is crucial to invest in teachers' ongoing professional development, empowering them with the necessary skills and knowledge to effectively navigate the ever-evolving educational landscape. (Expert 2)

The expert's view reports that the ongoing transformation of Nepal's educational system demonstrates a commendable effort to conform to international educational trends. Prioritizing technological integration and outcome-based education demonstrates a commitment to modernize teaching and learning methods. However, the success of these reforms is contingent on addressing the urgent issues of equitable access to high-quality education, especially in rural areas. Moreover, investing in comprehensive teacher professional development is essential to equip educators to navigate changing pedagogical landscapes. Furthermore, embracing the sociocultural diversity of the nation is essential for successfully implementing these reforms, as it promotes inclusivity and relevance in the educational system. Furthermore, With the provisions of the Ministry of Education (2016) Nepal is also implementing technological and outcome-based educational planning and policies.

### Content Learning vs. Language Learning

The curriculum of school education is associated with core and optional provisions. The core curriculum is highly emphasized for the basic level, where the learners are expected to learn language, logic and environments. However, the context seems content-oriented and the instructors and learners are focused on the activities and exercises given in the prescribed texts. Dalton-Puffer (2011) suggested a content, language-integrated approach for outcome-based learning; as a result, learners learn the content through language and vice-versa. Furthermore, they reported that language creates the situation for learning. For example, learners can use lingua franca (a foreign or second common language) to interact in a group and share their understanding if they have difficulties understanding the first language. The situation defines the importance of language to learn the content. Therefore, language must be primary to intervene in new learning contexts and scenarios. For example, the views of the experts in the independent discussion shared:

Language is the key to unlocking deeper comprehension in the evolving educational landscape. Our curriculum must go beyond merely delivering content and prioritize language to facilitate meaningful learning. To promote holistic development, students must engage with language, logic, and culture beyond the confines of textbooks. (Expert 3)

Traditional content-centred learning frequently limits the scope of intelligence testing. Adopting language integration enables us to utilize multiple intelligences, thereby nurturing well-rounded individuals. Periodic examinations cannot disclose the true extent of a student's abilities; language is the key to unlocking their vast potential. (Expert 4)

The third expert emphasizes the significance of language in facilitating deeper comprehension and significant learning. This viewpoint is especially pertinent in Nepal, renowned for its linguistic diversity. Curriculum in Nepal should utilize language as a tool for engaging with knowledge, logic, and culture rather than merely delivering content. Given Nepal's rich tapestry of languages, promoting a multi-lingual and culturally sensitive educational approach can cultivate a more inclusive and relevant learning experience.

In addition, Expert 4 correctly identifies the limitations of traditional content-centred learning, which emphasizes a limited range of intelligences and heavily relies on periodic exams. In a country like India, where students originate from diverse linguistic and cultural backgrounds, standardized tests alone are insufficient for determining their true potential. Incorporating language into the educational process enables a more comprehensive assessment of students' intelligence, including linguistic, logical, interpersonal, intrapersonal, and other intelligence. This strategy is consistent with India's and Nepal's need for a more inclusive and equitable educational system.

Both experts conclude by emphasizing the transformative force of language integration in education, which is highly pertinent to the context of India and Nepal. To unlock students' complete potential and promote holistic development, the educational system should prioritize language to engage with knowledge and assess multiple intelligences, fostering a more inclusive and effective learning environment.

Furthermore, the Ministry of Human Resource Development (2020) focused on the language-based approaches from the foundation age and explained that a learner should have mastery of at least three languages (two native and one second/foreign). The three-language approach prepares learners to face situational, content-based, and pedagogical challenges. Following (Mulcahy et al., 2015) a learner

is the source of resources that need to be fulfilled by basic requirements such as language, logic, culture and attitude. As a result, they can prepare themselves to tackle world issues and establish themselves as a mature personality. Some of the previous works suggested that content-based learning systems encourage learners to take examinations as a result they are looking for good grades. For example, Rajbhandari and Wilmot (2000) asserted that the theoretical component is the cornerstone of all practical actions in which students can prepare themselves confidently and responsibly.

Similarly, Wiliam (2011) exemplified classroom dialogue and innovative practices as a result of the theoretical foundation upon which learners may form their creativity and practicality in learning. However, the content-based learning system hardly addresses learners' performances in real-life situations as stated in (Dalton-Puffer, 2011) language creates an opportunity to interact with the social system and the content needs to be oriented to the linguistic need. According to (Gardner, 2011) students possessed a variety of intelligences, including logical, verbal-linguistic, interpersonal, intrapersonal, visual, musical, naturalist, and kinesthetic, and those periodic written examinations compelled students to write down what they had memorized but were unable to assess students' intelligence levels.

Therefore, Language policies and practices must be prioritized from the foundation level of formal schooling. The policymakers, curriculum developers and practitioners need to put language as a core unit and content should be managed through interdisciplinary, multidisciplinary and transdisciplinary perspectives. The main reality lies with the learners because they are the focal points of learning. We need to answer the following questions to introduce language-focused classroom strategy intervention.

- i. Who are the learners?
- ii. What is the linguistic background of the learners?
- iii. How do the learners feel comfortable communicating and exchanging ideas?
- iv. Why do the learners want to learn?
- v. How could the learners feel an easy and entertaining environment for learning?

By and large, the policies need to guide the learners. As a result, learners learn the content through a linguistic approach and can be involved in world scholarship. Another important consideration is access to learning. The learners who want to learn something new are affected by access and affordability. For example, the available resources, learners' ability, and environmental relevancy are some of the suggestive parameters to determine the present need for education and could have future usability.

### **Teacher Education Perspectives and Practices**

Rajput and Walia (2001) commented that the post-dependence period was important for reforming teacher education in India. The major efforts at the time were related to updating and adapting the teacher education curriculum as per the local needs. Another significant attempt made by them was adapting research initiatives to define teacher education from policy to practice level, indicating the role of institutions. Current trends and information communication technology (ICT) have become crucial to enhancing transformative consciousness in teacher education.

Ministry of Human Resource Development (2020) illustrated teacher education motives in the Indian context clearly that teacher education is to enhance reformed pedagogical and research behaviours. Teacher education institutions need to consider the practical values and situational challenges. Moreover, collaborative and innovative teaching learning strategies, training and refreshments must be reformed as society needs to change. Chari (2020) discussed that teachers are the core unit that shapes national development and need to introduce a sound pedagogical atmosphere according to the changing reality of the world. Similarly, teacher empowerment is a significantly

important issue and they need to prepare themselves with a motivated and result-oriented component because national eligibility criteria are taken in reference for recruitment of the teachers. Another important factor is related with professional development of the teachers and the NEP-2020 encouraged teachers to develop 21<sup>st</sup> century skills and adapt to the sustainable goals through research-oriented guidelines. For example:

In India, teacher education is crucial to determining the nation's future. It must adapt to the shifting demands of the educational environment. It is essential to emphasize practical values, innovative instructional strategies, and research-based guidelines. Teachers are the architects of our society, and empowering them through professional development is crucial for fostering the next generation of leaders. (Expert 1)

To meet the challenges of the 21st century, Nepal's teacher education system is enduring a substantial transformation. It is essential to contextualize teacher preparation so that it is responsive to our students' diverse needs and expectations. Effective teacher education in Nepal is founded on experiential learning, research-based methods, and the ability to adapt to an ever-changing environment. (Expert 3)

Expert 1 emphasizes the importance of teacher education for India's future, recognizing that teachers are society's architects. This viewpoint resonates with India's extensive and diverse population, where educators are crucial in moulding the nation's youth. The need for teachers to be endowed with innovative instructional strategies and a solid foundation in research-based practices is consistent with the call for adapting teacher education to the changing demands of education. In India's dynamic and complex educational environment, empowering instructors through professional development is crucial for developing the next generation of leaders.

Similarly, the viewpoint of Expert 3 regarding Nepal's teacher education system's radical transformation is pertinent. Nepal's teacher preparation must be responsive and flexible to meet the challenges of the 21st century. The sociocultural diversity of the country is reflected by contextualizing teacher education to meet student's diverse requirements and expectations. The emphasis on experiential learning and research-based methods is consistent with the requirement for teachers to possess practical skills and critical thinking abilities. In an ever-changing educational environment, the ability to adapt is a fundamental aspect of effective teacher education.

The views emphasize the need for teacher education systems in India and Nepal to adapt to their countries' dynamic educational environments. These modifications include innovative strategies, research-based practices, and an awareness of the unique contextual factors that influence education in these countries. Such changes are necessary to equip instructors with the skills and knowledge required to prepare students for the challenges of the twenty-first century.

The teacher education policies need to be reformed so that the teachers are the technical human resources. For example, (Li et al., 2019; Tafazoli, 2021; Zhang & Chen, 2022; Zhou et al., 2022) in the different context reported that a teacher's professional development crucially reflects the learning outcomes and the teacher education needs to have the practice-oriented values as a result that could be implemented in the society. Furthermore, they suggested that research-based and technology-integrated teachers' professional development plans must be reformed and implemented. Hao (2018) reported that teachers' readiness is crucial to transform the existing educational environment as the teacher is realized as a delivery component in another sense, teachers are the drivers of the educational system. Therefore,



they must be updated and conscious of social, psychological, emotional, environmental and pedagogical considerations. Moreover, teachers are responsible for shaping the learning reality; as a result, they can ensure future leadership by establishing comprehensive communication, content and contextual realizations.

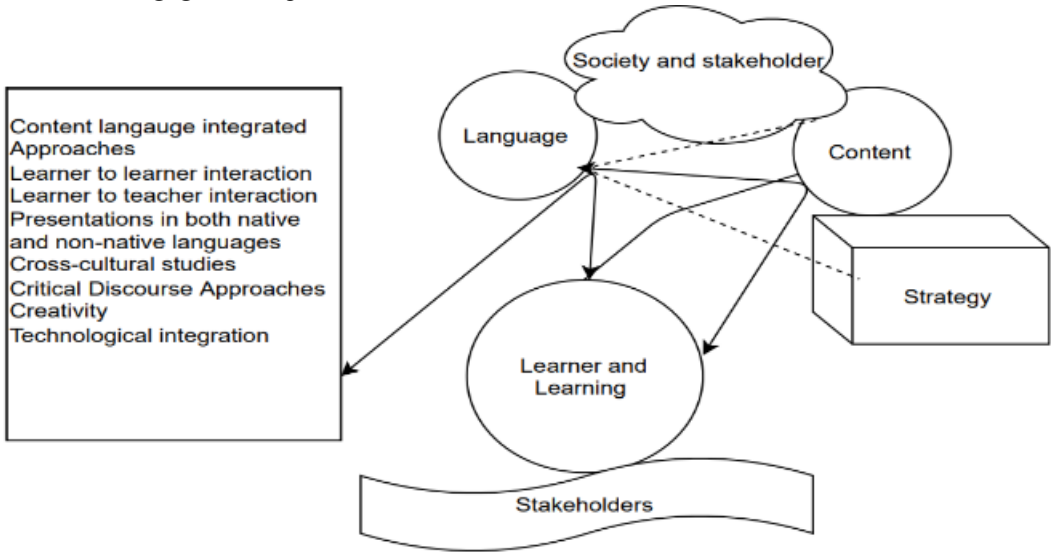
Teacher education along the line of (Dalton-Puffer, 2011; Ministry of Human Resource Development, 2020; Rajput & Walia, 2001) need to be context-specific and it should address the current need and expectations of the learners. Furthermore, it is elaborated that a practical-based learning system is the guideline for the changing reality. The responsible organizations should plan need-based, outcome-oriented teacher education within the guidelines of current needs, values and research-oriented.

### **New Directions and Perspectives**

The debate for teaching, learning and evaluation needs to be continuous because the debates are the sources of change. When we flashback to the theories, we find debates, new interventions and strategies. Mahan (2022) focused on a content language-integrated learning approach to enhance learners' participation and linguistic practices in the classroom. It is taken as the pedagogical movement (Blaschke, 2021; Hainsworth et al., 2022; Mahan, 2022) in the recent study reported that presently world knowledge economy demands self-directed and lifelong learning skills and in comparison to traditional educational theories of pedagogy and andragogy, heutagogy offers a potentially compatible educational learning method to underlie the continuity of holistic care. Furthermore, they argued that the learners are independent units of the learning circle and pedagogical move from pedagogy to heutagogy, making them stronger and more confident in learning. The following diagram discusses the new direction of learning, which could be the intervention for pedagogical transformation.

Figure 1 presents the expected teaching-learning environment situations based on the ideas of (Dalton-Puffer, 2011; Jeanes, 2021; Rajput & Walia, 2001). The parameters and the aspects define the outcome indicators. The main parameter is learner and learning. The main parameter is interconnected with language and content indicators regarding society and indicators. The teaching-learning strategy is in the motives of current trends of learner development. The studies conducted by (Neborsky et al., 2021; Romerosa et al., 2022) revealed the current situation in the new normal context after the COVID-19 pandemic. The pedagogical movement introduced technological immersion in learning and sharing the importance of language. Therefore, the aspects deal with learner engagement, participation, cross-cultural references and technological awareness. The aspects and parameters are cross-sectioned as they are interrelated for the outcome-based education system from which the system can produce a matured learner who can be ready to face the challenges in life-going activities. Here we would like to conclude that the language policy for learning and how language can shape the learning goals of learners. On the other hand, if a learner has mastery over the language s/he can comprehend the content. Furthermore, he elaborated on NEP-2020 and focused on the teachers' readiness, accessible learning motives and mindset change for effective and transformative learning. Therefore, it is time to transform pedagogies focusing on the language, logic and social context to ensure outcome-based learning in the changing world.

Figure 1

*Futuristic Pedagogical Perspectives***Conclusion and Implications**

The present article discussed the potential configuration of pedagogical movement, referencing national reports and recent research studies that focus on evolving perspectives during and post-COVID-19 situations. We believe that paradigm shift is not a matter of theory change. It is the change in thought and behaviours. Similarly, teachers' identity and professional responsibility could be the discourse in this changing mindset. The teachers are independent and they need to be responsible for designing the curriculum for students. The curriculum should focus on the language development unit. If a learner can communicate, exchange and reform thoughts, it's only for the compartment of language consciousness. However, the content in the curriculum is presented with high value from foundation to higher education. It is a critical question and a great challenge for teachers either to focus on language or content. We could remember the lines (Haniya & Paquette, 2020) in which they focused on learning trends with the framework of digital well-being and technological consciousness. Similarly, they emphasized the situational learning goals of learners.

Although numerous policies, difficulties, obstacles, and mitigating strategies have been recognized as critical factors in re-framing the mindset of learning. The primary focus should be on the duties and responsibilities, attitude, and integration of many types of knowledge with language. As a result, learners feel confident in learning and can deal with social phenomena in transdisciplinary aspects. Therefore, the paper revealed the need to introduce language-based instruction to the learners. The content must be integrated with logic, language, environment and technology in interdisciplinary, multidisciplinary and transdisciplinary perspectives to enhance learning outcomes and introduce new pedagogical shifts.

Diverse factors, including policies, challenges, and mitigation strategies, have an undeniable effect on the reconfiguration of learning perspectives. Nonetheless, the integration of various knowledge forms with language is fundamental to this reconfiguration. This is a pragmatic position, not just an ideological one. When learners integrate knowledge across disciplines with language, they not only gain confidence in their learning processes but also develop the acumen to address social phenomena from a transdisciplinary perspective. Some may argue that merely acknowledging problems and implementing policies is sufficient, but such an approach is simplistic. For genuinely transformative learning, it is

essential to address the attitudes and responsibilities of the learners. Furthermore, while language-based instruction is advocated in this paper, it is not language alone. Instead, it is the combination of content with logic, environment, and technology from diverse disciplinary vantage points. In this case, the potential counterargument is the complexity that this may introduce. Combining so many aspects may appear overwhelming and dilute the essence of individual disciplines to some. However, in a world that is becoming increasingly interconnected, isolated learning is not only obsolete but also counterproductive. By promoting interdisciplinary, multidisciplinary, and transdisciplinary perspectives, we are not diluting disciplines but rather enriching them, paving the way for necessary and inevitable pedagogical shifts in the modern era.

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