

Pramod K. Sah

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Personal Website: <https://pramodksah.wordpress.com/>

Google Scholar: <https://scholar.google.ca/citations?user=L4r8HCQAAAAJ&hl=en>

ResearchGate: <https://www.researchgate.net/profile/Pramod-Sah>

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Currently as a Postdoctoral Associate at the University of Calgary's Werklund School of Education, I am working on a research project that documents the ways newcomer students in Alberta's school experience racial, linguistic, and religious discrimination and how they negotiate and resist the experiences of racism at school. I am also presently co-leading a British Council funded study on English-medium education and gender in low and middle-income countries. After completing my Ph.D. in Language and Literacy education (May 2022) from the University of British Columbia where I was also a Killam Laureate and Sessional Lecturer, I briefly worked as a Postdoctoral Research Associate at the Open University, United Kingdom. My doctoral research, a critical ethnography, is focused on the development and enactment of English as a Medium of Instruction (EMI) policy and that means for diverse students in secondary schools in Nepal. As a critical applied linguist, my research broadly focuses on the issues of "language and equity" in education system, examining the contexts of multilingualism/translingualism, language planning and policy, medium of instruction, language and race/ethnicity, and teacher education. My published research can be found in many international peer-reviewed journals and edited volumes. I have also co-edited two books with Routledge and a special issue in *RELC Journal*. I have also worked internationally as a K-12 English teacher, university lecturer, and research assistant. I have also served as Strand Coordinator for the "Advocacy, Social Justice and Community Building" strand of *TESOL International*.

EDUCATION

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| 2022 | <i>Ph.D. Language and Literacy Education</i>
The University of British Columbia, Canada
<i>Dissertation Title:</i> New hierarchies, new middle class: A critical ethnography of English as a medium of instruction policy in Nepal's public schools
<i>Supervisory committee:</i> Dr. Guofang Li, Dr. Ryuko Kubota, and Dr. Jim Anderson |
| 2014 | <i>M.A. TESOL with Applied Linguistics</i>
The University of Central Lancashire, United Kingdom |
| 2012 | <i>M.ED. English Language Education</i>
Tribhuvan University, Nepal |

2008 *B.ED. English Language Education*
Tribhuvan University, Nepal

TEACHING LICENSES

2010 Teacher License, Secondary Level, English Language (Awarded by The Ministry of Education, Nepal)
2008 Teacher License, Elementary Level, English Language (Awarded by The Ministry of Education, Nepal)

PROFESSIONAL APPOINTMENTS

September 2022 – Present *Postdoctoral Associate*, Department of Language and Literacy Education, Werklund School of Education, The University of Calgary, Canada
March – August 2022 *Postdoctoral Research Associate*, School of Languages and Applied Linguistics, The Open University, United Kingdom
2020 – Present *Sessional Lecturer*, Department of Language and Literacy Education, The University of British Columbia, Canada
May – June 2014 *Visiting Lecturer*, Shanghai University of International Business and Economics, China
2012 – 2013 *Lecturer*, Jay Kisan Multiple Campus, Tribhuvan University, Rautahat, Nepal

EXTERNAL GRANTS

2022 – 2023 Co-Principal Investigator: “English-Medium Education in Low- and Middle-Income Contexts: Enabler or Barrier to Gender Equality?” (GBP £100,000, British Council, London)
2018 – 2020 Graduate Researcher: “The Political Economy of English-Medium Instruction: Unsettling Language Ideologies, Class, and Ethnicity in Language Planning and Policy in Nepal” (CAD \$ 60,000, Killam Trust, Canada)

HONORS, AWARDS, SCHOLARSHIPS

2022 Donald and Ellen Poulter Scholarship, UBC (\$2500)
2021 President’s Academic Excellence Ph.D. Award, UBC (\$1030)
2021 Mary Ashworth Memorial Graduate Scholarship, UBC (\$7,000)
2021 Mary Elizabeth Simpson Scholarship, UBC (\$2,825)
2020 Special Graduate Scholarship, UBC (\$6,000)
2019 Dean of Education Award, UBC (\$2000)
2018 Killam Doctoral Fellowship, The Killam Trust, Canada (\$60,000)

2018	Li Tze Fong Memorial Fellowship, UBC (\$25,000)
2018	Joseph Katz Memorial Scholarship, UBC (\$1,383)
2018	Graduate Student Research Grant, UBC (\$1,000)
2018	Mary Ashworth Scholarship, BC TEAL, Canada (\$1000)
2016	Four-Year Doctoral Fellowship, UBC (\$72,800)
2015	Learner Autonomy SIG Travel Award (£300) IATEFL Conference, Manchester, U.K.
2013	Vice-Chancellor Scholarship (£2,000) University of Central Lancashire, U.K.
2018	(Finalist in the national-level competition) Vanier Canada Graduate Scholarship

PUBLICATIONS

Edited Books (2)

Sah, P. K., & Fang, F. (eds.). (2022, forthcoming). *English-medium instruction and linguistic diversity in Asian universities: Unsettling critical edges*. Routledge.

Fang, F., & **Sah**, P. K. (eds.) (2022, forthcoming). *Pedagogies of English-medium instruction programs in Asia*. Routledge

Edited Special Issue (1)

Fang, F., Lawrence, Z., & **Sah**, P. K. (2022). Translanguaging in language teaching and learning: Current practices and future directions. *RELC Journal*, 53(2), 305–312. <https://doi.org/10.1177/00336882221114478>

Journal Articles (16)

Sah, P. K., & Kubota, R. (2022). Towards critical translanguaging: A review of literature on English as a medium of instruction in South Asia's school education. *Asian Englishes*, 24(2), 132–146. <https://doi.org/10.1080/13488678.2022.2056796>

Phyak, P., **Sah**, P. K., Ghimire, N. B., Lama, A. (2022). Teacher agency in creating a translingual space in Nepal's multilingual schools. *RELC Journal*, 53(2), 431–451. <https://doi.org/10.1177/00336882221113950>

Phyak, P., & **Sah**, P. K. (2022). Epistemic injustice and neoliberal imaginations in English as a medium of instruction (EMI) policy. *Applied Linguistics Review*. <https://doi.org/10.1515/applirev-2022-0070>

Sah, P. K. (2022). A research agenda for English-medium instruction: Conversation with scholars at the research fronts. *Journal of English-Medium Instruction*, 1(1), 124–136. <https://doi.org/10.1075/jemi.21022.sah>

Sah, P. K., & Li, G. (2022). Translanguaging or unequal languaging? Unfolding the plurilingual discourse of English medium instruction policy in Nepal's public schools. *International Journal of Bilingual Education and Bilingualism*, 25(6), 2075-2094.

<https://doi.org/10.1080/13670050.2020.1849011>

Sah, P. K. (2022). English medium instruction in South Asia's multilingual schools: Unpacking the dynamics of ideological orientations, policy/practices, and democratic questions. *International Journal of Bilingual Education and Bilingualism*. 25(2), 742-755.

<https://doi.org/10.1080/13670050.2020.1718591>

Kubota, R., Corella, M., Lim, K., **Sah, P. K.** (2021). "Your English is so good": Linguistic experiences of racialized students and instructors of a Canadian university. *Ethnicities*.

<https://doi.org/10.1177/14687968211055808>

Sah, P. K. (2021). Teacher preparation for primary English education in Nepal: Missing agenda of diversity and inclusion. *English Teaching & Learning*. <https://doi.org/10.1007/s42321-021-00100-7>

Sah, P. K. (2021). Reproduction of nationalist and neoliberal ideologies in Nepal's language and literacy policies. *Asia Pacific Journal of Education*. 41(2), 238-252. <https://doi.org/10.1080/02188791.2020.1751063>.

Sah, P. K., & Karki, J. (2020). Elite appropriation of English as a medium of instruction policy and epistemic inequalities in Himalayan schools. *Journal of Multilingual and Multicultural Development*.

<https://doi.org/10.1080/01434632.2020.1789154>

Sah, P. K. (2019). Academic discourse socialization, scalar politics of English, and racialization in study abroad: A critical autoethnography. *The Qualitative Report*, 24(1), 174-192. <https://doi.org/10.46743/2160-3715/2019.2948>

Sah, P. K., & Li, G. (2018). English medium instruction (EMI) as linguistic capital in Nepal: Promises and realities. *International Multilingual Research Journal*, 12(2), 109-123. <https://doi.org/10.1080/19313152.2017.1401448>

Sah, P. K. (2017). Using the first language (L1) as a resource in EFL classrooms: Nepalese university teachers' and students' perspectives. *NELTA Journal*, 22(1), 26-38. <https://doi.org/10.3126/nelta.v22i1-2.20039>

Sah, P. K., & Upadhaya, A. (2016). Establishing the localization and indigenization of Indian English: A case study. *Journal of English as an International Language*, 11(2), 39-49.

Sah, P. K. (2015). An investigation into the relative effectiveness of data-driven learning (DDL) with integration into PPP and III. *Journal of Teaching English for Specific and Academic Purposes*, 3(2), 347-366.

Sah, P. K. (2014). Mediation in peer interaction among Chinese EFL learners. *ELTA Journal*, 2 (2), 39-47.

Book Chapters (7)

Rana, K., **Sah**, P. K. (in press). Motivations of developing English as a medium of instruction policy at a higher education institution in Nepal. In P. K. Sah & F. Fang (eds.), *English medium instruction and linguistic diversity in Asian universities: Unsettling critical edges*. Routledge.

Sah, P. K. (2022). English medium instruction as neoliberalism endowment in Nepal's higher education: Policy-shaping practices. In N. Galloway & J. McKinley (eds.), *English-medium instruction practices in higher education: International perspectives* (pp. 71-83). Bloomsbury.
<https://doi.org/10.5040/9781350167889.ch-006>

Sah, P. K. (2022). Language ideologies, symbolic power, and social stratification: An ethnographic exploration of English medium instruction policy in Nepal's public schools. In L. Adinolfi, U. Bhattacharya, & P. Phyak (eds.), *Multilingual education in South Asia: At the intersection between policy and practice* (pp. 50-68). Routledge.
<https://doi.org/10.4324/9781003158660-4>

Sah, P. K., & Phyak, P. (2021). Critical literacies in South Asia. In J. Z. Pandya, R. A. Mora, J. H. Alford, N. A. Golden, & R. S. de Roock (eds.), *The handbook of critical literacies* (pp. 289-296). Routledge.
<https://doi.org/10.4324/9781003023425-33>

Li, G., & **Sah**, P. K. (2020). Critical pedagogy for preservice teacher education: An agenda for a plurilingual reality. In S. Steinberg, & B. Down (eds.), *The Sage handbook of critical pedagogies* (pp. 884-898). Sage Publications. <http://dx.doi.org/10.4135/9781526486455.n82>

Li, G., & **Sah**, P. K. (2019). Immigrant and refugee language policies, programs, and practices in an era of change: Promises, contradictions, and possibilities. In S. J. Gold & S. J. Nawyn (2nd ed.), *The Routledge international handbook of migration studies* (pp. 325-338). Rutledge.
<https://doi.org/10.4324/9781315458298>

Upadhaya, A., & **Sah**, P. K. (2019). Education, English language, and girls' development: Exploring gender-responsive policies and practices in Nepal. In S. Douglas, P. Kennett, R. Ingram, P. Dexter & Y. Hutchinson (eds.), *Creating an inclusive school environment*. London: British Council (pp. 105- 114). British Council.

Book Reviews (5)

Sah, P. K. (2022). [Review of the book, Simultaneous identities: Language, education and the Nepali nation, by Uma Pradhan] *European Bulletin of Himalayan Research*.

Sah, P. K. (2018). [Review of the book, Discursive approaches to language policy, edited by Elisabeth Barakos and Johann W. Unger]. *Language Policy*, 18(3), 455-457. DOI: <https://doi.org/10.1007/s10993-018-9490-6>

Sah, P. K. (2018). [Review of the book, Plurilingualism in teaching and learning: complexities across contexts, edited by Julie Choi and Sue Ollerhead]. *Journal of Family Diversity in Education*, 3(1), 95-98.

Sah, P. K. (2018). [Review of the book, Linguistic diversity and social justice: an introduction to applied sociolinguistics, by Ingrid Piller]. *Critical Inquiry in Language Studies*, 15(3), 228-230. DOI: <https://doi.org/10.1080/15427587.2018.1434930>

Sah, P. K. (2017). [Review of the book, English language education policy in Asia, by Robert Kirkpatrick]. *The Journal of Multilingual and Multicultural Development*, 39(3), 287-288. DOI: <https://doi.org/10.1080/01434632.2017.1307046>

Newsletter Articles (5)

Sah, P. K. (2021, invited). On becoming a scholar: Editing books as a doctoral student. *AAAL Graduate Student Council Newsletter*, 6(1), 13-15. Available at: <https://www.aal-gsc.org/fall21-becoming-scholar-editing-books>

Sah, P. K. (2020, invited). On becoming a middle class. *Belonging, Identity, Language, Diversity Research Group (BILD)*. Available at: <http://bild-lida.ca/blog/uncategorized/on-becoming-a-middle-class-by-pramod-sah/#more-3549>

Sah, P. K. (2018). An interview with Dr. Ahmar Mahboob. *BC TEAL Newsletters*. Available at: <https://www.bctéal.org/wp-content/uploads/2018/08/TEAL-News-Summer-2018.pdf>

Sah, P. K. (2015). Nepalese EFL teachers' professional development: Present practices, realities and looking forward. *IATEFL TDSIG*, 73, 5-17.

Sah, P. K. (2015). Data-driven learning for developing learners' autonomy. *IATEFL SIG Independence*, 64, 12-15.

Web-Based Publications (8)

Sah, P. K. (2020). ELT in Nepal: Rethinking authenticity, creativity, and localization [Editorial]. *ELT Chautari*, 12(96). Available at: <http://eltchoutari.com/2020/10/welcome-to-the-fourth-quarterly-issue-october-december-2020-1297/>

Sah, P. K. (2019). ELT conference culture and confusions in Nepal: A personal reflection. *ELT Chautari*, 11(91). Available at: <http://eltchoutari.com/2019/04/elt-conference-culture-and-confusions-in-nepal-a-personal-reflection/>

Laudari, S. & **Sah**, P. K. (2017). Editorial. *NELTA ELT FORUM*. Available at: <https://neltaeltforum.wordpress.com/2017/10/>

Sah, P. K. (2015). Putting old wine in a new bottle: A context of Nepalese EFL teachers' professional development. *NELTA ELT FORUM*. Available at: <https://neltaeltforum.wordpress.com/2015/09/02/750/>

Sah, P. K. (2015). English medium instruction (EMI) in Nepalese education: potential or problem? *ELT Chautari*. Available at: <http://eltchoutari.com/2015/08/english-medium-instruction-emi-in-nepalese-educationpotential-or-problem/>

Sah, P. K. (2015). Education in emergencies [Editorial]. *ELT Chautari*. Available at: <http://eltchoutari.com/2015/06/welcome-to-the-june-issue-education-in-emergency-2/>

Sah, P. K. (2014) Need of evolution: continuing the discourse-to-practice for local ELT practices in Nepal. *NELTA Chautari*. Available at: <http://neltachoutari.wordpress.com/2014/02/01/need-of-evolution-continuing-the-discourse-to-practice-for-local-elt-practices-in-nepal/>

Sah, P. K. (2014) If only, it were true: problems with grammar teaching. *NELTA Chautari*. Available at <http://neltachoutari.wordpress.com/2014/05/01/if-only-it-were-true-the-problems-with-grammar-teaching/>

Publications in Popular Media (2)

Sah, P. K. (2020, June 24). हिन्दी भाषामाथिको राजनीति [Politics on the Hindi language]. *Naya Patrika*. Retrieved from: https://www.nayapatrikadaily.com/news-details/46053/2020-06-25?fbclid=IwAR0dqH-oXsSQGMwpST4RPh1La-ixqmfLJk87h4OqSWkvKri7c_ynaK094I

Sah, P. K. (2020, June 06). अंग्रेजीमाध्यम शिक्षाको भ्रम [The myths of English-medium education]. *Naya Patrika*. Retrieved from: <https://www.nayapatrikadaily.com/news-details/44808/2020-06-06?fbclid=IwAR12PbnG9ErYcCzLYiW1R15SZXRotRzsoyVif2k1bXbFHTCJAyDePPyYZAE>

Manuscripts in Preparation (selected)

Sah, P. K., & Sharma, B. K. "Dhaka-Dhoti": Performing ethnic nationalism and national belonging in a minoritized language through Hip-Hop in Nepal. To be submitted to the *Journal of Sociolinguists*.

Sah, P. K. Critical autoethnography to challenge unequal Englishes in a transnational space. In R. Tupas (ed.), *Investigating unequal Englishes*.

Sah, P. K. Teacher emotions management in English-medium instruction classrooms. To be submitted to a special issue in *Language Learning Journal*.

Sah, P. K., & Li, G. Toward linguistic justice and inclusion for multilingual learners: Implications of selective translanguaging in content-based English-medium instruction in a Nepalese public school.

Sah, P. K., and Li, G. School as an agency of language policy and social reproduction. In Downes, P., Li, G., Praag, L. V., & Lamb, S. (eds.), *Routledge handbook on promoting equity in education through inclusive systems and societies*. Routledge

PRESENTATIONS

Keynote Speech (1)

Sah, P. K. (2020). EMI: *English as a medium instruction or English as a medium of instruction-for -inequalities*. excitELT conference, organized by the EMI Research Group at the University of Oxford, December 5-6. The recorded talk available at:
https://www.youtube.com/watch?v=E2PiqA7-qkE&list=PLYLV_pkUQv8JQV0buMeyR0xMpT6OYpNkQ&index=7

Selected Invited Presentations (13)

Sah, P. K. (2022, September). *Towards critical translanguaging: Rethinking multilingual practices in content-area classrooms*. Nazarbayev University, Kazakhstan.

Sah, P. K. (2022, July). *Medium of instruction and English medium education*. Department of Linguistics, Tribhuvan University, Nepal.

Sah, P. K. (2022, April). *Academic publishing for doctoral students*. Nazarbayev University, Kazakhstan.

Sah, P. K. (2021, November). *Publishing your work*. Panel presentation at the Department of Language and Literacy Education, the University of British Columbia.

Sah, P. K. (2021, October). *Reproduction of neoliberal and nationalist ideologies in Nepal's language and literacy policies*. Michigan State University, the U.S., invited by Professor Peter De Costa.

Sah, P. K. (2020, November). *Unsettling "intersectionality" in the medium of instruction policies and practices*. Language & Literacy Education Research Seminar, the University of British Columbia. November 5, 2020.

Sah, P. K. (2020, July). *Unpacking the layers of English-medium instruction policy and planning in Nepal through a critical ethnography*. The Open University, United Kingdom.

Sah, P. K. (2020, May). *Nepal's multilingualism at the crossroads: Sensing language education in the post-COVID era*. Scholars' Association of Nepal, Kathmandu.

Sah, P. K. (2019, April). *Language policy and planning: Theories, practices, and possibilities*. Scholars' Association of Nepal, Kathmandu.

Sah, P. K. (2019, August). *The discourse of English, Hindi, and Chinese in the multilingual ecology of Nepal: Demystifying the language policies, politics, and possibilities*. Martin Chautari, Kathmandu, Nepal.

Sah, P. K. (2019, January). *Uncovering the forgotten: Rethinking the "plurilingualism" and "multiculturalism" in the Nepali ELT*. Kathmandu University, Kathmandu, Nepal.

Sah, P. K. (2018, June). *Translanguaging practices in English medium instruction classrooms in Nepal: A cautionary tale*, the Department of Language and Literacy Education (LLED) on April 11, 2018.

Sah, P. K. (2016, May). *Teaching grammar: Why, what, and how*. Mahendra Ratna Campus, Tribhuvan University, Nepal.

Referred Symposium Organized (1)

Sah, P. K. & Phyak, P. (2021). *English-medium instruction (EMI) policy in Asia: Unsettling language ideologies and plurilingual/translingual pedagogies*. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montreal, Canada, August 20 -22. (Deferred to 2021) (Discussant: Professor Angel Lin)

Refereed Papers Presented (21)

Sah, P. K. (2022). *The economics of desire in English as a medium of instruction policy*. Sociolinguistics Symposium 24, Ghent, Belgium, July 13-16.

Hultgren, A. K., & Nao, M., & **Sah**, P. K. (2022). *Tracing the causes of English as a medium of instruction through process tracing*. Sociolinguistics Symposium 24, Ghent, Belgium, July 13-16.

Sah, P. K. (2021). *The dynamics of (un)equal plurilingualism in the EMI policy: A case of Nepal*. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montreal, Canada, August 20 -22.

Sah, P. K. (2021). *A framework of "desire" in English-in-education policy*. Accepted in AAAL Conference, 20-23 March 2021.

Uysal, H., & **Sah**, P. K. (2021). *Teacher ideologies of home language use at U.S. schools.*, TESOL Doctoral Research Forum, TESOL International Convention & English Language Expo. March 24, 2021.

Sah, P. K., & Sharma, B. K. (2021). *“Dhaka-Dhoti”*: Performing ethnic nationalism and national belonging in a minoritized language through Hip-Hop in Nepal. Accepted in Sociolinguistics Symposium 23, University of Hong Kong, 7-10 June 2021. (Cancelled)

Sah, P. K. (2021). *English-medium education, the “desire” for linguistic and economic success in Nepal*. The 65th Annual Conference of Comparative and International Education Society, 25-29 April 2021.

Sah, P. K. (2020). *The dynamics of (un)equal plurilingualism in the EMI policy: A case of Nepal*. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montreal, Canada, August 20 -22. (Conference canceled)

Karki, J., & **Sah**, P. K. (2020). *Neoliberal ideologies and their impacts on medium-of-instruction policy in Nepal*. Multidisciplinary Approaches in Language Policy & Planning Conference, McGill University, Montreal, Canada, August 20 -22.

Sah, P. K. (2020). *Linguistic ideology of English-medium instruction in Nepal: liberation or separation?* World Congress of Applied Linguistics (AILA), under the symposium “Immersion as linguistic ideology”, Groningen, the Netherlands, 9-14 August. (Conference Postponed taking place in 2021)

Karki, J., & **Sah**, P. K. (2020). *The elite appropriation of English medium instruction in the Himalayas*. TESOL International Convention & English Language Expo., Denver, Colorado, USA, March 31 – April 3. (Conference canceled)

Sah, P. K. (2019). *The “multilingual turn” and English-medium instruction in Nepal’s public schools*. TESOL-NELTA Regional Conference & Symposium, Kathmandu, Nepal, November 20-23.

Sah, P. K. (2019). *Rethinking “plurilingualism” in English-medium instruction classrooms for the social justice agenda*. 17th Asia TEFL International Conference and 6th ELLT International Conference, Bangkok, Thailand, June 27-29.

Sah, P. K., & Li, G. (2019). *The discursive use of translanguaging in English-medium instruction (EMI) classrooms in Nepal*. Presented in the colloquium “Contemplating the Affordances and Constraints of Translanguaging.” American Association for Applied Linguistics (AAAL) Conference, Atlanta, Georgia, USA, March 9-12.

Sah, P. K. (2019). *Translanguaging in English-medium instruction classrooms in Nepal*. TESOL International Convention & English Language Expo., Atlanta, Georgia, USA, March 12-15.

Sah, P. K. (2019). *Neoliberal language policy as cultural reproduction*. TESOL International Convention & English Language Expo., Atlanta, Georgia, USA, March 12-15.

Sah, P. K. (2019). *English-Medium education as “cultural reproduction” in Nepal: A case study*. ELT and Applied Linguistics Conference, Kathmandu, Nepal, February 9-11.

Li, G., & **Sah**, P. K. (2018). *Immigrant and refugee language policies, programs, and practices in an era of change: Promises, contradictions, and possibilities*. CSSE (Canadian Societies for the Study of Education) Annual Conference, Regina, Canada, May 26-30.

Sah, P. K. (2018). *English medium instruction (EMI) in Nepal: Promises and realities*. CSSE (Canadian Societies for the Study of Education) Annual Conference, Regina, Canada, May 26-30.

Sah, P. K. & Li, G. (2018). *English medium instruction (EMI) in Nepal: Promises and realities*. CAAL (Canadian Association of Applied Linguistics) Conference, Regina, Canada, May 28-30.

Sah, P. K. (2017). *English medium instruction (EMI) in Nepal: Promises and realities*. 2017 Multidisciplinary Approaches in Language Policy & Planning Conference, OISE, Toronto, August 24 -26.

Sah, P. K. (2017). *Academic discourse socialization, struggles, and academic injustice in study abroad: an autoethnography*. LLED Graduate Research Conference, University of British Columbia, Vancouver, April 20 – 21.

Sah, P. K., & Upadhaya, A. (2017). *A case of plurilingual instruction: Teachers using students’ mother-tongue*. TESOL International Convention & English Language Expo., Seattle, Washington, USA, March 21 – 24.

Workshops Conducted (1)

Sah, P. K. (2019). *Data-driven learning: Using “concordance” to teach grammar and vocabulary*. TESOL-NELTA Regional Conference & Symposium, Kathmandu, Nepal, November 20-23.

Posters Presented (1)

Sah, P. K. (2015). *Data-driven learning (DDL) for developing learners’ autonomy*. 49th Annual International IATEFL Conference and Exhibition, Manchester, UK, April 11 – 14.

WORK EXPERIENCE: TEACHING

2017 – Present

Sessional Lecturer

The University of British Columbia, Canada

EDUC 500 61B: Research Methodology in Education (2022 Fall)
(A course designed for M.Ed. TESL students and is intended as an introduction to various issues, methods, and techniques in educational research.)

LLED 315A: English as a Second Language-Secondary: Curriculum and Pedagogy (2021 Fall)
(A course designed for teacher candidates to develop a general theoretical overview of and some practical experience in teaching English as an additional language)

LLED 381: Foundations of Teaching Modern Languages: Secondary (2021 Fall)
(A course designed for teacher candidates to develop a general theoretical overview of and some practical experience in teaching modern languages)

VSP 2017: Applied Linguistics for English Teachers (2017 Summer)
(An open course designed for both undergraduate and graduate level students who want to become English language teachers)

2017 – 2022

***Graduate Teaching Assistant
The University of British Columbia, Canada***

LLED 2012: Introduction to Language Communities and Variations in Language Practices (2021 Fall)
(An undergraduate course designed for international students.)

LLED 353: Teaching and Learning English as an Additional Language (2020 Fall)
(A B.Ed. TESL course designed for teacher candidates. I was responsible for planning and leading discussion/workshop sessions, marking assignments, gathering, organizing, and maintaining instructional resources on Canvas)

LLED Special Course: Issues in Teaching English as a Foreign Language (2018 Summer)
(A course specifically designed for in-service teachers from Tokyo Metropolitan Board of Education, who took a 10-weeks long intensive teacher training program. I was responsible for delivering tutorial classes, assisting them in preparing lesson plans and materials, and observing their teaching practices.)

ASTU 210: Canada, Japan, and the Pacific: Cultural Studies (2017 Fall, 2018 Fall)

(An undergraduate-level course designed for interdisciplinary students who wanted to develop an understanding of environmental governance, transpacific cross-cultural communication, and social justice.)

ASTU/EDUC 210: Introduction to Global Citizenship (2017 Fall, 2018 Fall)

(An undergraduate-level course designed for interdisciplinary students who wanted to develop an understanding of topics related to global citizenship drawing on the knowledge from multiple fields like economy, education, political science, media and communication, and environmental science)

May – June 2014

Visiting Lecturer

Shanghai University of International Business and Economics, China:

English for Academic Purposes

(A short-term course designed for undergraduate students from different disciplines)

2012 – 2013

Lecturer and Program Coordinator

Jay Kisan Multiple Campus, Tribhuvan University, Nepal

Foundations of Education

English Language Teaching Methodology

Second Language Acquisition

Advanced Academic Writing

General Linguistics

Phonetics and Phonology

Mass Communication

(Courses designed for B.ED. students)

K-12 Teaching Experience:

2012 – 2013

Senior English Language Teacher (14-18 age-group)

Shree Jay Kisan Higher Secondary School, Rautahat, Nepal

2010 – 2012

English Language Teacher, Lower-secondary level (12-14 age-group)

Graded English Medium School (GEMS), Kathmandu, Nepal

2009 – 2010

English Language Teacher, Lower-secondary level (12-14 age-group)

Ideal Model Higher Secondary School, Kathmandu, Nepal

2008 – 2009

English Language Teacher, Lower-secondary level (12-14 age-group)

Rising Star Higher Secondary School – Kathmandu, Nepal

2007 – 2009

English Language and Health and Physical Education Teacher, (12-16 age-group)

WORK EXPERIENCE: RESEARCH

- February –
December 2020
- Project: Understanding the Experiences of Racialized Students and Faculty in the Faculty of Education***
(Graduate Research Assistant)
Department of Language and Literacy Education, UBC
- Principal Investigators:* Dr. Ryuko Kubota and Dr. Meghan Corella
(Department of Language and Literacy Education, UBC)
- Duties included:* Conducting a critical review of literature; conducting interviews and focus-group; transcribing interviews and focus-groups; and analyzing the data.
- September 2019 –
April 2020
- Project: Revitalization of Mother Tongue in Diaspora: Early Childhood Language Socialization among Tibetan Refugees***
(Graduate Research Assistant)
Irving K. Barber School of Arts & Science, UBC
- Principal Investigator:* Dr. Shannon Ward (Department of Community, Culture, and Global Studies, UBC).
- Duties included:* Documenting activating through video recording and taking notes; conducting follow-up interviews and maintaining communication with participants; transcribing and translating interviews and observations; conducting workshops; and disseminating findings (e.g., conference presentations and co-writing articles/book chapters)
- September –
December 2019
- Project: Plurilingualism in Higher Education*** (Associate Dean of Art's Project)
(Graduate Research Assistant)
Department of Asian Studies, UBC
- Supervisors:* Dr. Strang Burton and Dr. Brianne Orr-Alvarez
(Department of Linguistics)
- Duties included:* Conducting a review of the literature and creating an annotated bibliography using a bibliographic database for the proposal of integrating plurilingual and pluricultural competence as entering requirements in arts programs at UBC
- September 2017 –
April 2018
- Project: Affect and Rationality in Peer Mediation in U.S. Schools***
(Graduate Research Assistant)

Department of Language and Literacy Education, UBC

Principal Investigator: Dr. Megan Corella (Department of Language and Literacy Education, UBC)

Duties included: Transcribing and analyzing videotaped classroom observations; contributing to writing a manuscript for publication

September –
December 2018

Project: Critical pedagogy for preservice teachers in the U.S.
(Graduate Research Assistant)
Department of Language and Literacy Education – UBC

Supervisor: Dr. Guofang Li (Department of Language and Literacy Education, UBC)

Duties included: Conducting a systematic review of literature and research on critical pedagogy for preservice teachers in the U.S.; contributing to writing a manuscript for publication

September –
December 2016

Project: Immigrant and Refugee Language Policies, Programs, and Practices in an Era of Change: Promises, Contradictions, and Possibilities
(Graduate Research Assistant)
Department of Language and Literacy Education – UBC

Supervisor: Dr. Guofang Li (Department of Language and Literacy Education, UBC)

Duties included: Conducting a critical literature review and discourse analysis on the immigration policies/programs texts; contributing to writing a manuscript for publication

SERVICE TO PROFESSION

2019 – 2020

Strand Coordinator

“Advocacy, Social Justice, and Community Building Strand,” TESOL International Convention

2018 – 2019

Assistant Strand Coordinator

“Advocacy and Social Justice Strand,” TESOL International Convention

2019 – Present

EMI South Asia Coordinator

Teaching English & Teaching in English in Global Contexts

2017 – 2019

Editor

NELTA (Nepal English Language Teachers’ Association) ELT Forum,

Journal Peer Reviewer

- TESOL Quarterly
- System
- The Modern Language Journal
- Linguistics and Education
- International Journal of Bilingual Education and Bilingualism
- Bilingual Research Journal
- Current Issues in Language Planning
- Journal of Multilingual and Multicultural Development
- Frontiers in Psychology
- Applied Linguistics Review
- World Englishes
- RELC Journal
- Diaspora, Indigenous, and Minority Education
- Power and Education
- Asia Pacific Journal of Education
- Policy Futures in Education
- International Education Journal: Comparative Perspectives
- Journal of Education and Research
- Sage Open
- Journal of NELTA
- Nepalese Translation

Book/Book Series Proposal Review

- Routledge, Taylor & Francis Routledge Focus Series: English-medium Instruction in Higher Education
- Routledge series of “Education, Behavioral Sciences and Linguistics”
× 2

Conference Proposal Review

- American Association of Applied Linguistics (AAAL)
- TESOL International Convention
- Doctoral Forum, TESOL International Convention
- Language Planning and Policy Conference
- Comparative & International Education Society
- CSSE (Canadian Societies for the Study of Education) Annual Conference

MEDIA COVERAGE/INTERVIEWS

Gorkhapatra (work featured in a national newspaper, March 24, 2019). बज्जिकाके नबिसैला पिण्चडी बिद्यार्थीके आग्रह (A Ph.D. student urges not to forget *Bajjika*, our mother tongue).

Nepal Institute of Research and Communications (Interview, December 2020). “Championing English Language Teaching (ELT)

research across the globe: Pramod Sah.” Available at:
<https://www.nepalcomms.org/wp-content/uploads/2020/12/Issue-4-December-2020.pdf?fbclid=IwAR2E0D0aSZ1ol3guV9IkKXA391fCl11Rh4Xe7qIpLTK0M-q4ATDuI6jXiLc>

PROFESSIONAL MEMBERSHIPS

- IATEFL (International Association of Teachers of English as a Foreign language)
- TESOL International Association.
- American Association for Applied Linguistics (AAAL),
- Canadian Association of Applied Linguistics (CAAL)
- Canadian Association for the Study of Education (CSSE)
- NELTA (Nepal English Language Teachers’ Association)
- The Association for Nepal and Himalayan Studies
- *Member*, BC TEAL, Canada

LANGUAGES

English, Nepali, Hindi, Urdu, Bajjika, Bhojpuri, Maithili

References available upon request.
