

LOC NGUYEN

PhD in Applied Linguistics,
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Professional Profile

As an English Language Teacher with over 15 years' experience in Teaching English to Speakers of Other Languages (TESOL), I have been applying my skills and knowledge from my experience and doctoral research to assist undergraduate and postgraduate students in their pathways to academic achievements. I create a learning environment where students feel inspired and supported to learn. I devise lessons with diverse classroom tasks to ensure learners develop both language knowledge and skills. I am dedicated and passionate about all aspects of language teaching especially pronunciation and academic writing, which has been reflected in student feedback and *Teacher of the Year Awards*. I am also a professional teacher trainer with experience from Vietnam and New Zealand.

Education

VICTORIA UNIVERSITY OF WELLINGTON, NEW ZEALAND

Aug 2015 – Nov 2019

Doctor of Philosophy in Applied Linguistics

VIET-VUW Doctoral Scholarship

PhD Thesis: *Enhancing pronunciation teaching in the tertiary EFL classroom: A Vietnamese case study*

VIETNAM NATIONAL UNIVERSITY, HO CHI MINH CITY

Sep 2006 – Jan 2010

Master of Arts in TESOL

MA Thesis: *Teaching the fricatives to English non-majored students: Problems and solutions*

QUY NHON UNIVERSITY, VIETNAM

Sep 2000 – Jun 2004

Bachelor of Arts in English Language Teaching (ELT)

Graduated with Distinction

Professional Development

FUTURELEARN

Nov – Dec 2020

Six-week Course: *Teaching English Online, Cambridge Assessment English*

SEAMEO RETRAC, VIETNAM

Mar – Apr 2015

Certificate: *The use of technology in language teaching*

VIETNAM NATIONAL UNIVERSITY

Apr – Jun 2011

Certificate: *Tertiary Education Methodology*

Key Skills

Comprehensive experience in working with young adult learners and tertiary students, including designing English curricula, developing instructional materials, running workshops and tutorials, and providing consultations and feedback on students' work.

Inspiring teaching style and responsive to students' needs. Create engaging teaching environments. Be aware of and patient with individual student's learning difficulties.

Creative in lesson design and implementation. Can quickly adapt teaching procedures to best suit different groups of learners.

Tech-savvy and disciplined. Experienced in teaching via Zoom, LMS, and Microsoft Teams. Excellent IT skills across with Microsoft Office Suite and the ability to pick up new systems quickly.

Excellent communication skills, both oral and written.

Teaching Experience

UNIVERSITY OF ECONOMICS HO CHI MINH CITY, VIETNAM

Feb 2020 – Present

ESOL Lecturer

- Courses taught: phonetics and phonology, academic writing (undergraduate);
- Interacting with students through the online platform LMS by sharing teaching materials, creating class forums, and assigning biweekly quizzes;
- Instructing students to explore a diversity of learning resources for their independent language study.

TON DUC THANG UNIVERSITY, VIETNAM

Mar 2021 – Present

Guest Lecturer (MA in TESOL)

- Courses taught: academic writing (graduate), curriculum design;
- Supervising MA theses.

VICTORIA UNIVERSITY OF WELLINGTON, NEW ZEALAND

Jun 2017 – Dec 2019

ESOL Instructor and Course coordinator, English Language Institute

- Taught academic English to international students preparing for their undergraduate and postgraduate courses;
- Interacted with students through the online platform Blackboard by sharing teaching materials, creating class forums, and assigning weekly quizzes;
- Provided constructive and evaluative feedback on students' work and progress;
- Recommended students to explore a diversity of learning resources for their independent language study;
- Invigilated and marked tests and exams.

VICTORIA UNIVERSITY OF WELLINGTON, NEW ZEALAND

Mar 2018 – Jun 2019

TESOL Lecturer, School of Linguistics and Applied Language Studies

- Course taught: LALS 513 - The Pronunciation of English;
- Revised and developed course syllabus;
- Gave lectures to MA candidates in TESOL (both face-to-face and distance);
- Provided constructive and evaluative feedback on individual candidate's lesson plans and teaching practice;
- Shared teaching materials, created and facilitated discussion forums through the online platform Blackboard.

UNIVERSITY OF ECONOMICS HO CHI MINH CITY, VIETNAM

Oct 2010 – July 2015

ESOL Lecturer

- Taught business English to students of economics;
- Instructed MA candidates to prepare for the English exit test;
- Compiled instructional materials for undergraduates to improve their communication skills in business English.

ELITE – THE INTERNATIONAL ENGLISH SCHOOL, VIETNAM

Jun 2006 – Jun 2015

ESOL instructor

- Taught academic writing and pronunciation;
- Taught business English to adult learners who used English for communication at the work place;
- Taught general English and EFL communication classes to young and adult learners;
- Instructed adult learners to prepare for the IELTS, TOEFL iBT, and TOEIC tests.

ESOL Lecturer, Teacher trainer

- Courses taught: ELT methodology, academic writing, phonetics and phonology, pronunciation, and grammar;
- Designed teacher training programmes and trained EFL teachers, which played an important part in building and developing student teachers' ELT methodology.

References

Associate Professor Jonathan Newton, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

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Phone: +64 021 186 0449

Doctor Le Nguyen, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.

Email: le.nguyen@vuw.ac.nz.

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Doctor Thuy Bui, University Studies and English Language Division, Lincoln University, New Zealand.

Email: thuy.bui@lincoln.ac.nz.

Phone: +64 221705759

Publications

Journal articles

1. **Nguyen, L. T.**, Hung, B. P., Duong, U. T. T. & Le, T. T. (2021). Teachers' and learners' beliefs about pronunciation instruction in tertiary English as a foreign language education. *Frontiers in Psychology*, 22(August 2021). <https://doi.org/10.3389/fpsyg.2021.739842>. (ISI Q2)
2. Ha, X. V., **Nguyen, L. T.** & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07550>. (Scopus Q1)
3. Ha, X. V. & Nguyen, L. T. (2021). Targets and sources of oral corrective feedback in English as a foreign language classrooms: Are students' and teachers' beliefs aligned? *Frontiers in Psychology* 12(June 2021). <http://dx.doi.org/10.3389/fpsyg.2021.697160>. (ISI Q2)

4. Nguyen, L. T. & Hung, B. P. (2021). Communicative pronunciation teaching: Insights from the Vietnamese tertiary EFL classroom. *System* 101(2021).
<https://doi.org/10.1016/j.system.2021.102573> (ISI Q1)
5. Bui, H. P., Nguyen, Q. N., **Nguyen, L. T.** & Nguyen, V. T. (2021). A Cross-Linguistic Approach to Analysing Cohesive Devices in Expository Writing by Asian EFL Teachers. *3L: Language, Linguistics, Literature® The Southeast Asian Journal of English Language Studies*, 27(2),
<http://doi.org/10.17576/3L-2021-2702->. (Scopus Q1)
6. Nguyen, L. T. & Newton, J. (2021). Enhancing EFL teachers' pronunciation pedagogy through professional learning: A Vietnamese case study. *RELC Journal*, 52(1), 77-93.
<https://doi.org/10.1177/0033688220952476>. (ISI Q1)
7. Nguyen, L. T. & Newton, J. (2020). Pronunciation teaching in tertiary EFL classes: Vietnamese teachers' beliefs and practices. *The Electronic Journal for English as a Second Language (TESL-EJ)*, 24(1), 1-20. (Scopus Q2)
8. Nguyen, L. T. (2019). Vietnamese EFL learners' pronunciation needs: A teaching and learning perspective. *The TESOLANZ Journal*, 27(2019), 16-31.

Book sections

1. Nguyen, L. T. (2014). Listening sections. In N. M. Bui, & L. T. B. Ha (Eds.), *Practice Book – Module 5*. Ho Chi Minh city: UEH Publishing House.
2. Nguyen, L. T. (2014). Listening sections. In N. M. Bui, & L. T. B. Ha (Eds.), *Practice Book – Module 6*. Ho Chi Minh city: UEH Publishing House.

Peer-reviewed conference proceedings

1. Nguyen, L. T. & Newton, J. (2019). Corrective feedback in pronunciation teaching: A Vietnamese perspective. In J. Levis, C. Nagle, & E. Todey (Eds.), *Proceedings of the 10th Pronunciation in Second Language Learning and Teaching Conference*, ISSN 2380-9566, Ames, IA, September 2018 (pp. 201-212). Ames, IA: Iowa State University.
2. Nguyen, L. T. (2015). Towards Improving UEH's Undergraduates' Listening and Speaking Skills via Video-inserted Lectures. *Proceedings of The International TESOL Symposium 2015*. July 28th – 29th 2015 (pp. 235-242). University of Foreign Language Studies, The University of Da Nang, Vietnam.
3. Nguyen, L. T. (2014). Towards improving UEH's undergraduates' pronunciation using the Pronunciation Power software. *Proceedings of The School of Foreign Languages for Economics Symposium 2014*. University of Economics Ho Chi Minh City, Vietnam.

4. Nguyen, L. T. (2014). Pronunciation and its implications in language teaching and learning. *Proceedings of The School of Foreign Languages for Economics Symposium 2014*. University of Economics Ho Chi Minh City, Vietnam.
5. Nguyen, L. T. (2011). The insertion of English pronunciation into lectures intended for undergraduates at UEH. *Proceedings of The School of Foreign Languages for Economics Symposium 2011*. University of Economics Ho Chi Minh City, Vietnam.

Presentations

1. Nguyen, L. T. (2018). Corrective feedback in pronunciation teaching: A Vietnamese perspective. A presentation at *the 10th Annual International Conference on Pronunciation in Second Language Learning and Teaching (PSLLT)*. September 6th – 8th, Iowa State University, Ames, Iowa, USA.
2. Nguyen, L. T. (2018). Vietnamese tertiary EFL teachers' and students' beliefs about error correction in pronunciation teaching. A presentation at *The LALS Research Seminars*. July 20th, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.
3. Nguyen, L. T. (2017). Pronunciation in the Vietnamese Tertiary EFL Classroom: Teaching Practices and Teacher Cognition. A presentation at *The Applied Linguistics Conference 2017 (ALANZ / ALAA / ALTAANZ)*. November 27th – 29th, Auckland University of Technology, Auckland, New Zealand.
4. Nguyen, L. T. (2017). An Investigation into Pronunciation Teaching Practices in Tertiary EFL Classes in Vietnam. A presentation at *the 9th Annual International Conference on Pronunciation in Second Language Learning and Teaching (PSLLT)*. September 1st – 2nd, the University of Utah, Salt Lake City, Utah, USA.
5. Nguyen, L. T. (2017). Pronunciation Teaching in EFL Classes at a Vietnamese University. A presentation at *The LALS Research Seminars*. August 4th, School of Linguistics and Applied Language Studies, Victoria University of Wellington, New Zealand.
6. Nguyen, L. T. (2017). Pronunciation Teaching in the Vietnamese EFL Context: How Teachers' Beliefs Influenced their Classroom Practices? An invited talk at *The School of Education Research Seminars*. July 17th, Faculty of Education, Victoria University of Wellington, New Zealand.
7. Nguyen, L. T. (2016). The Use of Video Clips in L2 Communication Classes: How Motivated are Vietnamese EFL Learners? A presentation at *The 2nd International Conference on Promoting Effective Change in the Language Classroom* by Victoria University of Wellington, New Zealand. August 27th – 28th, University of Education, Ho Chi Minh city, Vietnam.

Research Interests

My research interests include phonetics and phonology, pronunciation teaching and learning, teacher cognition, teacher professional development, and second language teacher training.

Grants and Awards

1. Victoria University of Wellington Research Grant for presenting at *The 10th International PSLLT Conference*, Iowa State University, Ames, Iowa, USA 2018
2. Victoria University of Wellington Research Grant for field trip in Vietnam 2016
3. VIED-VUW Doctoral Scholarship 2015
4. Teacher of the Year, Elite – The International English School 2007, 2009, 2011, 2013

Thesis supervision (MA in TESOL)

- 2021 Do Minh Luan, *Beliefs and practices of Vietnamese EFL teachers regarding pronunciation teaching* (provisional title).
- 2021 Tran Nguyen Hai Trieu, *Vietnamese secondary EFL teachers' beliefs and practices regarding vocabulary teaching* (provisional title).

Manuscript review

- 2021 The status of EFL and ELF pronunciation models in teacher education in Russia, *Journal of Training, Language and Culture*.
- 2020 EFL Teachers Burnout and Individual Psychology: The Effect of Empowering Program and Cognitive Restructuring Techniques, *The Electronic Journal for English as a Second Language* (TESL-EJ).
- 2019 What level of proficiency do teachers need to teach English in different settings? Perceptions of novice teachers in Canada, *The Electronic Journal for English as a Second Language* (TESL-EJ).