

NGOC YEN NGUYEN (ZEN) - CURRICULUM VITAE

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RESEARCH INTERESTS

Design-Based Research (DBR), Generative AI in language education, Technology-enhanced language learning, Learner autonomy, Willingness to communicate (WTC), Young EFL learners, Speaking development, and classroom-based language research.

EDUCATION

SWPS University, Warsaw, Poland | 2024–2026

M.A. in English Studies | GPA: 3.70/4.00

- Master's Thesis: Enhancing Willingness to Communicate through Speaking Activities in the EFL Classroom
- Relevant Coursework: Second Language Acquisition | Applied Linguistics | Research Methodology | Educational Technology | Language Teaching Methodology

INTESOL Worldwide (ALAP Accredited) | 2025

Level 7 Diploma in TESOL | 350 Hours

- Relevant Coursework: Young Learner Education | Classroom Management | Assessment | Lesson Planning | TESOL Methodology

RESEARCH EXPERIENCE

Manuscript Under Peer Review - Journal of Language and Linguistic Studies

Nguyen, N. Y., & Bui, P. T. (2026). *Co-designing AI-Generated Worksheets to Foster Learner Autonomy in Young EFL Learners: A Design-Based Case Study in a Polish Primary Classroom.*

- Conducted a Design-Based Research case study with four Grade 2 EFL learners (ages 7–8), examining teacher-mediated adaptation of GenAI-generated worksheets to support learner autonomy and self-paced learning.
- Developed a five-stage AI–Teacher Co-design Workflow integrating needs analysis, prompt engineering, pedagogical evaluation, teacher adaptation, and autonomy-oriented implementation.
- Triangulated learner perceptions, proficiency assessments, classroom observations, and self-report measures; developed a practitioner rubric for evaluating GenAI instructional materials.

Master's Thesis - SWPS University | 2026

Nguyen, N. Y. Enhancing Willingness to Communicate through Speaking Activities in the EFL Classroom | Grade: 4.0/4.0 — Excellent

- Conducted an eight-week mixed-methods classroom Action Research study with four Grade 2 EFL learners (ages 7–8) across three iterative Plan–Act–Observe–Reflect cycles.
- Triangulated SPCC/FLCA self-reports, classroom observations, and activity feedback across five speaking-task types.
- Identified non-linear development of WTC-related participation, with stronger gains in speaking initiation, questioning, and peer interaction; highlighted task structure and teacher scaffolding.
- Received 4.0/4.0 (Excellent) for research design, standardized instruments, analytical ability, and meaningful pedagogical implications.

Selected Conference Presentations

- Nguyen, N. Y. (2026, August). *Enhancing EFL Learners' Willingness to Communicate through Speaking Activities.* Poster Presentation, **VietTESOL International Convention (VIC 2026)**, Ho Chi Minh City, Vietnam.
- Nguyen, N. Y. (2026, April). *The Effects of a Two-Month ICT-Supported Speaking Intervention on Willingness to Communicate, Speaking Anxiety, and Supported Speaking Development in an Adolescent EFL Learner.* **TESOL Ukraine Presenters Convention 2026.**
- Nguyen, N. Y. (2026, April). *Using ICT to Reduce Speaking Anxiety in an Adolescent Vocational EFL Learner: An Action Research Study.* **17th ATLAS International Scientific Research and Innovation Congress, Rome, Italy.**

PROFESSIONAL & TEACHING EXPERIENCE

Happy Teachers Academy (HTA), Vietnam — Assistant Course Developer | 2026–Present

- Co-designed and facilitated monthly professional development programmes for 25–30 in-service English teachers, translating TESOL research into classroom strategies for young learners.
- Developed six research-informed training modules covering language development, lesson planning, phonics, language play, speaking practice, sentence development, and reinforcement.
- Designed materials aligned with Vietnam's Global Success English curriculum (Grades 1–12), integrating learner autonomy, CLT, storytelling, and educational technology.
- Collaborated with five senior HTA Vietnam teacher educators and three HTA Global educators on professional development involving Generative AI, phonics, interactive games, and learner autonomy.

NOVA CONCEPT Kindergarten, Warsaw, Poland — English Teacher | 2024–Present

- Teach 20–25 preschool learners per class in a multilingual EFL environment, observing how emotional states, classroom relationships, task engagement, and teacher support shape participation.
- Use play-based learning, storytelling, music, movement, and multisensory activities to examine task conditions and spontaneous communication.
- Apply formative observation to adapt support to differences in confidence, developmental readiness, and participation.

Kids & Co International School, Warsaw, Poland — English Teacher | 2024–2025

- Delivered 500+ hours of English instruction to multilingual learners aged 3–10 in bilingual Polish–English classrooms.
- Co-designed bilingual learning experiences and examined teacher–learner relationships, peer interaction, classroom routines, and language exposure.
- Adapted communicative activities to differences in learner proficiency and confidence.

Public Schools & Language Centres, Warsaw, Poland — English Language Teacher | 2024–2026

- Completed 480+ hours of supervised teaching with EFL learners aged 6–14 across Polish public, private, and international educational settings.
- Designed and observed speaking activities using information-gap, supported role-play, planning time, structured turn-taking, and free-topic speaking.
- Documented WTC-related behaviours including speaking initiation, questioning, extended responses, and peer interaction; these observations informed classroom adaptations and the Master's thesis.

RESEARCH SKILLS

Research Methods: Design-Based Research (DBR) | Action Research | Mixed Methods | Qualitative Research | Classroom-Based Research | Survey Design | Literature Review

Data Analysis: Thematic Analysis | Content Analysis | Descriptive Statistics | Triangulation

Research Areas: Generative AI in Education | Technology-Enhanced Language Learning | Learner Autonomy | Willingness to Communicate | Young EFL Learners | Speaking Development | Classroom Interaction

Teaching & Educational Technology: TESOL Methodology | Educational Technology | Young Learner Education | Lesson Design | Formative Assessment | Digital Scaffolding