

# Hoa Thi Mai Nguyen

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4030464/publications.pdf>

Version: 2024-02-01

40  
papers

770  
citations

840776

11  
h-index

610901

24  
g-index

45  
all docs

45  
docs citations

45  
times ranked

346  
citing authors

#	ARTICLE	IF	CITATIONS
1	English primary teacher agency in implementing teaching methods in response to language policy reform: a Vietnamese case study. <i>Current Issues in Language Planning</i> , 2021, 22, 199-224.	2.1	11
2	Operationalizing the mentoring processes as perceived by teacher mentors. <i>Mentoring and Tutoring: Partnership in Learning</i> , 2020, 28, 295-317.	1.4	2
3	Elements of a quality pre-service teacher mentor: A literature review. <i>Teaching and Teacher Education</i> , 2020, 92, 103072.	3.2	81
4	Teachers'™ professional learning in the context of language education reforms. , 2019, , 80-98.		4
5	Eclectic Perspectives and Experiences of Teacher Education Unite: Diverse Research to Practice Perspectives. <i>Springer Briefs in Education</i> , 2019, , 1-7.	0.2	0
6	Access and Equity in Higher Education in Light of Bourdieu's™ Theories: A Case of Minority Students in Northwest Vietnam. <i>Education in the Asia-Pacific Region</i> , 2019, , 149-169.	0.4	2
7	Reframing the Problematic: From Translation to the Interaction of Theory to Practice in Teacher Education. <i>Springer Briefs in Education</i> , 2019, , 119-125.	0.2	0
8	Translation to Practice: Insights from the Stakeholders'™ Experiences in a Collaborative Model of Professional Experience. <i>Springer Briefs in Education</i> , 2019, , 63-79.	0.2	0
9	Building Teachers'™ Collective Efficacy: An Insight from a Language Teacher Education Program in China. <i>Springer International Handbooks of Education</i> , 2019, , 1195-1211.	0.1	0
10	The Relationship of the Developmental Discourse of the Graduate Teacher Standards to Theory and Practice Translation via Implementation Science. <i>Springer Briefs in Education</i> , 2019, , 45-61.	0.2	1
11	Building Teachers'™ Collective Efficacy: An Insight from a Language Teacher Education Program in China. <i>Springer International Handbooks of Education</i> , 2019, , 1-17.	0.1	0
12	Modes of Translation in Initial Teacher Education: From Normal Schools to Hub Schools. <i>Springer Briefs in Education</i> , 2019, , 27-44.	0.2	0
13	Collaborative School and University Partnerships in Preparing Teachers for Inclusive Education: Researcher and Teacher Perspectives. <i>Springer Briefs in Education</i> , 2019, , 81-96.	0.2	0
14	Professional Learning for Higher Education Academics: Systematic Tensions. <i>Education in the Asia-Pacific Region</i> , 2019, , 223-244.	0.4	3
15	Higher education, innovation, and employability. , 2019, , 1-8.		0
16	Learning to reflect through peer mentoring in a TESOL practicum. <i>ELT Journal</i> , 2018, 72, 187-198.	1.8	8
17	Pre-service teachers'™ construction of professional identity through peer collaboration during professional experience: a case study in Australia. <i>Teaching Education</i> , 2018, 29, 81-97.	1.3	22
18	12 Local challenges to global needs in English language education in Vietnam: The perspective of language policy and planning. , 2018, , 214-233.		10

#	ARTICLE	IF	CITATIONS
19	Learning to become a teacher in Australia: a study of pre-service teachers'™ identity development. Australian Educational Researcher, 2018, 45, 625-645.	2.3	12
20	Paired Placements in Intensified School and University Environments: Advantages and Barriers. , 2018, , 217-233.		1
21	Boundary Objects and Brokers in Professional Experience: An Activity Theory Analysis. , 2018, , 71-87.		7
22	Thinking globally or 'œglocally'œ? Bilingual identity of Vietnamese international school students. International Journal of Educational Research, 2017, 85, 24-32.	2.2	11
23	Models of Mentoring in Language Teacher Education. English Language Education, 2017, , .	0.1	42
24	Peer Mentoring for Pre-service Teachers: Developing Professional Practice. English Language Education, 2017, , 103-141.	0.1	2
25	Peer Mentoring with Beginning EFL Teachers. English Language Education, 2017, , 175-195.	0.1	0
26	Peer Mentoring: A Source of Support for Pre-service EFL Teachers. English Language Education, 2017, , 143-174.	0.1	0
27	The EFL Context in Vietnam and East Asia. English Language Education, 2017, , 1-27.	0.1	3
28	Using the instructional core to implement a professional learning programme for primary science teachers in Australia: teacher learning and student skill outcomes. Teacher Development, 2016, 20, 498-520.	0.7	4
29	Teachers'™ agency and the enactment of educational reform in Vietnam. Current Issues in Language Planning, 2016, 17, 88-105.	2.1	59
30	Standardizing English for Educational and Socio-economic Betterment- A Critical Analysis of English Language Policy Reforms in Vietnam. Language Policy, 2016, , 363-388.	0.3	29
31	Creating and Sustaining Professional Learning Partnerships: Activity Theory as an Analytic Tool.. Australian Journal of Teacher Education, 2015, 40, .	0.6	13
32	Medium of Instruction in Africa: Commentary. Current Issues in Language Planning, 2014, 15, 1-3.	2.1	6
33	Medium of instruction in Asia: context, processes and outcomes. Current Issues in Language Planning, 2013, 14, 1-15.	2.1	131
34	The impacts of globalisation on EFL teacher education through English as a medium of instruction: an example from Vietnam. Current Issues in Language Planning, 2013, 14, 52-72.	2.1	82
35	Peer Mentoring: A Way Forward for Supporting Preservice Efl Teachers Psychosocially During the Practicum. Australian Journal of Teacher Education, 2013, 38, .	0.6	32
36	Language policy in Asia and the Pacific. , 2012, , 617-638.		10

#	ARTICLE	IF	CITATIONS
37	Primary English language education policy in Vietnam: insights from implementation. <i>Current Issues in Language Planning</i> , 2011, 12, 225-249.	2.1	104
38	Critical Friends Group for EFL teacher professional development. <i>ELT Journal</i> , 2010, 64, 205-213.	1.8	57
39	Mentoring EFL Preservice Teachers in EFL Writing. <i>Tesl Canada Journal</i> , 2009, 27, 85.	0.7	10
40	Innovate Higher Education to Enhance Graduate Employability. , 0, , .		7