

Curriculum Vitae of

TEACH YOUR VALUES

Professor Hayo Reinders

Professional Practice

Current Positions

Professor of Education, tenured (since 2013)
Unitec, Auckland, New Zealand.

TESOL Professor (since 2012)
Anaheim University, Los Angeles, USA

Professor of Applied Linguistics (adjunct) (since 2015)
King Mongkut University, Bangkok, Thailand

Senior Research Consultant (since 2016)
Kanda University of International Studies, Tokyo, Japan

Previous professional and industry experience

2012-2018
Anaheim University, USA
Dean of the Graduate School of Education and Director of the Doctoral Program

2009-2012
Middlesex University, London
Head of Learner Development, Senior Manager

2008-2009
University of Groningen, the Netherlands
Adjunct Professor in Educational Technology

2007-2008
Southeast Asian Ministers of Education, RELC, Singapore
Senior Lecturer

2000-2007
University of Auckland
Director of the English Language Self-Access Centre.

Visiting and part-time positions

2018 – Beijing University of Posts & Telecommunications
Visiting Professor

2017 – Mae Fah Luang University, Thailand
Visiting Distinguished Professor

2016 – University of Central Lancashire
Visiting Distinguished Professor

2015 – Mae Fah Luang University, Thailand
Visiting Professor

2013 - Chulalongkorn University, Thailand
Visiting Professor

2006 - King Mongkut University, Thailand
Visiting Professor

2005 - Meiji University, Tokyo
Visiting Professor

2004 - University of Sheffield, United Kingdom
Visiting Scholar

2004 - King Mongkut University, Thailand
Visiting Professor

Editorial duties

Currently – founding Editor (2007) of Innovation in Language Learning and Teaching, published by Taylor & Francis.

Currently – Editor-in-Chief of Relay Journal.

Currently – Associate Editor of the International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT).

Currently – Associate Editor of Language Teaching Research Quarterly.

Currently – Editorial board member of Language Learning & Technology.

Currently – Editorial board member of RELC Journal.

Currently – Editorial board member for the Journal of Virtual and Personal Learning Environments.

Currently – Editorial board member of Studies in Educational Management.

Currently – Editorial board member of the Eurasian Journal of Applied Linguistics.

Currently – Editorial board member of the Colombian Applied Linguistics Journal.

Currently – Editorial board member for the journal of Second Language Studies, Iran.

Currently – Editorial board member for rEFLections Journal, Thailand.

Currently – Editorial board member for English Language Teaching World Online.

Currently – Editorial board member for the International Journal of Research in ELT.

Currently – Editorial board member for JALTCALL Journal, Japan.

Currently – Advisory board member for PASAA Journal, Chulalongkorn University, CULI, Bangkok, Thailand.

Currently – Editorial board member for the Iranian Journal of Research in English Language Teaching.

Currently – Advisory board member for TEFLIN Journal, Indonesia.

Currently – Advisory board member for Studies in Self-Access Learning.

Qualifications

PhD (Language Teaching) – 2005, University of Auckland, New Zealand.

MA (Applied Linguistics) – 1st class honours, summa cum laude, University of Groningen, the Netherlands

BA (Applied Linguistics) – University of Groningen, the Netherlands

BA (Arabic and Hebrew) – University of Groningen, the Netherlands

Academic Service

Currently – Speaker for the Royal Society of New Zealand

Currently – Panelist for the New Zealand Ministry of Education's Tertiary Education Committee 5-yearly PBRF research evaluation.

Currently – Reviewer for the Public Policy Research (PPR) Funding Scheme & the Strategic Public Policy Research (SPPR) Funding Scheme of the Central Policy Unit (CPU) of the Hong Kong Special Administrative Region (HKSAR) Government.

Currently – Convenor (with Mark Pegrum) of the AILA Research Network on Mobile Gaming.

Currently – Research Chair, Anaheim University, USA.

Currently – Convenor (with Alice Chik) of the AILA Research Network on Digital Gaming.

Currently – External Reviewer for the Research Grants Council of Hong Kong

Currently – Chair of the Ethics Committee for Anaheim University.

Currently – Associate Researcher on the ‘Web 2.0 European Language Portfolio’ project at the European Centre for Modern Languages

Currently – Member of the Routledge Experts Panel for Education Arena.

Currently – Member of IMS global learning consortium.

Currently – Member-at-large of the JALT Learner Development SIG.

Currently – Member of FOSSFA (the Free Software and Open Source Foundation for Africa)

Currently – member of Teachers without Borders.

Currently – member of the International Virtual Environments Research Group

2015 – PhD Examiner for the University of Auckland

2015 – PhD Examiner for Waikato University

2015 – External Monitor of the PhD programme at King Mongkut University in Thailand.

2011-2014 – Convenor, AILA Research Network for Technology and the Language Learner, with Glenn Stockwell.

2014 – PhD examiner for Massey University, Palmerston North

2013 – PhD examiner for Macquarie University, Sydney

2005-2013 – Reviewer for System.

2013 – Reviewer for Language Teaching Research.

2012 – PhD examiner for Monash University, Melbourne

2009-2012 – Panel member for the Masters and Doctorate in Professional Studies Programme Approval Panel and Research Ethics Sub Committee membership, at the Institute of Work-based Learning, Middlesex University, London.

2011 – Reviewer for Language Awareness.

2011 – Reviewer for Computer-Assisted Language Learning.

2009-2011 – member of The Teaching and Learning Committee, the International Business Group, the Progression & Achievement Committee, the Senior Learning Resources Management Committee, and the Student

Experience Committee, at Middlesex University. In March 2010 I was elected to the Academic Board. I chair the Learner Development Steering Group.

2003-2010 – Coordinator of the Learner Autonomy Project Inventory.

2007-2009 – Reviewer for Language Learning.

2008-2009 – Materials developer for Macmillan English Campus (academic English materials for online study: see here).

2009 – Conference committee member for the 4th Independent Learning Conference in Hong Kong, 2009.

2004-2008 – Co-editor of the refereed journal of the PACCALL (Pacific Association for Computer-Assisted Language Learning)

2008 – Reviewer for Applied Linguistics.

2007-2008 – Reviewer for Language Teaching Research.

2008 – Editorial board member for 'Language Acquisition Technologies: Web 2.0 Transformation of Learning', by Thomas, M. (Ed.), published by IGI.

2008 – Reviewer for the 2008 SLRF Conference.

2008 – Reviewer for the 2008 JALTCALL conference.

2004-2008 – Executive committee member of the Pacific Computer-Assisted Language Learning Association New Zealand Chapter President.

2002-2007 – Member of the Languages Support Taskforce, University of Auckland.

2007 – PhD examiner for the University of South Australia.

Selection of courses taught

Graduate Academic Courses

Learning analytics and data mining in language education

Teaching methodologies

Innovation in language learning and teaching

Game-based learning and teaching

Educational technology

Analysing Learner Language (with Rod Ellis and Gary Barkhuizen)

Resource-based language teaching (Learner Autonomy)

Introduction to Second Language Acquisition (undergraduate)

Cognitive Approaches to Learning

Instructional Design

Interlanguage Pragmatics

Computer-Assisted Language Learning (various courses)

Research in Applied Linguistics

Curriculum Development

Research in Applied Linguistics

Discourse Analysis
Classroom Management
Learner Differences
Interlanguage Pragmatics

Teacher Education

Certificate in TESOL
Teaching Writing Through Text Types for Secondary School Teachers
Teaching Oral Presentation Skills
Structure of English
Classroom Management
Instructional Design
Strategy instruction
Learner Autonomy
Discourse Analysis and Language Teaching
Materials Design

Language Proficiency

Academic Writing, Listening to Lectures, Presentations Skills and many other academic English topics
English Proficiency for L2 English Teachers
Dutch as a second language for refugees
General English classes: all topics from lower secondary to adult learners
Beginner level Arabic
Beginner level Italian
TOEFL and IELTS preparation classes
English for Government Officials and other ESP classes
A wide range of self-access workshops
Language counselling sessions

Examinations and supervision

Doctoral examinations chaired

Linh Phung (EdD, Anaheim University)
Bradford Lee (EdD, Anaheim University)
Heather delVillano - Workplace Stress and Resiliency in ELT Leadership (EdD, Anaheim University)
Sumita Dore (EdD, Anaheim University)

Recent students supervised/supervising

Andy Tweed (EdD, Anaheim University)
Affordances for L2 Learning Beyond the Classroom during Study Abroad
Ariel Sorensen (EdD, Anaheim University)
Shadow Education English Group Lectures in Japan and South Korea
Caron Treon (EdD, Anaheim University)
Teacher Autonomy to Learner Autonomy: The Trickle Down Effect

Chatrawee Insaboom (PhD, KMUTT Thailand)
Teacher autonomy and its impact on learners

Napat Jitpaisarnwattana (PhD, KMUTT Thailand)
Personalising and Socialising Language MOOCs: Developing a SPOLC

Elizabeth Haga (EdD, Anaheim University)
It is an Emotional Thing: An Investigation of ESL Learners' Emotions in Response to Feedback, a Dynamic Systems Perspective

Hussein Saeed (EdD, Anaheim University)
The differential Impact of the Timing of Focus on Form on the Acquisition of Linguistic Forms

Sachiko Nakamura (PhD, KMUTT Thailand)
The effects of an affective strategy training program on L2 learners' appraisals, emotions, and motivation

Deborah Hay (Master of Applied Practice, Unitec)
The practice of changing pedagogy: One teacher's experience in implementing portfolios

Gareth Haddon (Master of Applied Practice, Unitec)
Metacognition in a Secondary School: The Development of a Collaborative and Iterative Professional Development Programme

Jim Luders (MEd, Unitec)
The Perceptions of Alternative: Education Providers on the Successful Engagement of Year 9 and 10 Maori Students

Kathleen Braun-Ausumoa (Master of Applied Practice, Unitec)
From Vision to Implementation Plan: A Case Study of the Processes Used to Design an Innovative Learning Environment for Ormiston Junior College

Nathan Calvert (Master of Applied Practice, Unitec)
Future Ready: Developing a Collective Understanding of a School Tagline

Philippa Mallinson (Master of Applied Practice, Unitec)
How can Knowledge Building Communities be developed in New Zealand secondary Schools?

Reshmin Lata (Master of Applied Practice, Unitec)
Enhancing Professional Learning: Identifying obstacles and solutions to the successful development of pedagogical skills for online teachers

Rob Hutton (Master of Applied Practice, Unitec)
The Impact of Teacher Professional Learning on the Implementation of a Digital Citizenship Curriculum

Toni Wescott (Master of Applied Practice, Unitec)
Identifying Effective Elements of Digital Professional Development for
Teachers

Vatsana Vongsila (MEd, Unitec)
What makes them talk? Willingness to communicate
In and beyond the esol classroom

Sorada Wattana (adjunct, PhD, University of Otago)
Using Digital Games to Encourage Willingness to communicate

Publications

Books

Reinders, H., Ryan, S., & Nakamura, S. (Eds.). (2018). *Innovation in language education: The case of Japan*. Basingstoke: Palgrave Macmillan (forthcoming).

Reinders, H., Littlejohn, A., Coombe, C., & Tafazoli, D. (Eds.). (2018). *Innovation in language education: The case of the Middle East and North Africa*. Basingstoke: Palgrave Macmillan (forthcoming).

Reinders, H., Nunan, D., & Zou, B. (Eds.) (2017). *Innovation in Language Education: The Case of China*. Basingstoke: Palgrave Macmillan.

Hays, J., & Reinders, H. (Eds.) (2017). *Sustainable learning and education: International perspectives on an ecology of learning and innovation*. Basingstoke: Palgrave Macmillan (forthcoming).

Thomas, M. Peterson, M., Reinders, H., & Sykes, J. (Eds) (2017). *Digital Language Learning and Teaching: Critical and primary sources. Volumes I – IV*. London: Bloomsbury (Bloomsbury Critical and Primary Sources series).

Reinders, H., Lewis, M., & Phung, L. (2016). *Studying in English. Strategies for Success in Higher Education*. Basingstoke: Palgrave Macmillan.

Darasawang, P., & Reinders, H. (Eds) (2015). *Innovation in practice: lessons from Thailand*. Basingstoke: Palgrave Macmillan.

Reinders, H., & Thomas, M. (Eds.) (2015). *TBLT in Asia: Challenges, Opportunities and Future Directions*. London: Bloomsbury.

Lewis, M., & Reinders, H. (Eds.) (2015). *New Ways in Teaching Adults*. Alexandria: TESOL.

Reinders, H., & Lewis, M. 2014. *Facilitating Workshops*. Basingstoke: Palgrave Macmillan.

Thomas, M., Reinders, H., Warschauer, M. (Eds.). 2013. *Contemporary Computer-Assisted Learning*. New York: Continuum.

- Reinders, H., (Ed.). 2012. *Digital Games in Language Learning and Teaching*. Basingstoke: Palgrave Macmillan.
- Benson, P., & Reinders, H. (Eds.) 2011. *Beyond the Classroom*. Basingstoke: Palgrave Macmillan.
- Reinders, H., & Loewen, S. 2011. *Key Concepts in Second Language Acquisition*. Basingstoke: Palgrave Macmillan.
- Thomas, M., & Reinders, H. (Eds) 2010. *Task-based Teaching and Technology*. New York: Continuum.
- Reinders, H., Lewis, M., Kirkness, A. 2010. *The Tertiary Teacher's Handbook*. Tokyo: Perceptia Press.
- Reinders, H. 2010. *The Effects of Task Type and Instructions on Second Language Acquisition*. Newcastle: Cambridge Scholars Publishing.
- Ellis, R., Loewen, S., Erlam, R., Philp, J., Elder, C., Reinders, H. 2009. *Implicit and Explicit Knowledge in a Second Language*. Clevedon: Multilingual Matters.
- Reinders, H., Moore, N. and Lewis, M. 2008. *The International Student's Handbook*. Basingstoke: Palgrave Macmillan.
- Lamb, T., & Reinders, H. (Eds.) 2008 *Learner and Teacher Autonomy: Realities and Responses*. Amsterdam: Benjamins.
- Lázaro, N. and Reinders, H. 2008. *Independent Learning Centres: Tips for Teachers*. Sydney: NCELTR.
- Lewis, M., & Reinders, H. 2007. *Using Student-centred Methods with Teacher-centred Students*. Second, revised edition. Toronto: Pippin Publishing.
- Reinders, H., Lewis, M., & Kirkness, A. 2006. *Transform Your Teaching. Strategies for the Multicultural Classroom*. Auckland: Pearson Education/Prentice Hall.
- Lamb, T., & Reinders, H. (Eds.) 2006. *Supporting Independent Learning: Issues and Interventions*. Frankfurt: Peter Lang.
- Cotterall, S., & Reinders, H. 2004. *Learner Strategies: a Guide for Teachers*. Singapore: SEAMEO RELC.
- Lewis, Marilyn & Hayo Reinders 2003. *Study Skills for Speakers of English as a Second Language*. Basingstoke: Palgrave Macmillan.

Peer-reviewed articles and chapters

Reinders, H. (2018). Learning analytics for language learning and teaching. *JALT CALL Journal*, 14(1), 35-44.

Alroe, M., & Reinders, H. (2018). Is L2 vocabulary better learned via context or via translation? *Journal of Instructed Second Language Acquisition*, 2(1), 39-60.

Chotipaktanasook, N., & Reinders, H. (2018). A massively multiplayer online role-playing game and its effects on interaction in the second language: Play, interact, and learn. In B. Zou & M. Thomas (Eds.), *Handbook of research on integrating technology into contemporary language learning and teaching* (pp. 367-389). Hershey, PA: IGI Global.

Reinders, H. (2018). Autonomy and technology. In L. Liantas (Ed.), *The TESOL encyclopedia of English language teaching*. New York: Wiley.

Reinders, H. (2018). Teacher resistance and resilience. In L. Liantas (Ed.), *The TESOL encyclopedia of English language teaching*. New York: Wiley.

Hays, J., & Reinders, H. (2018). Critical Learnership: A new perspective on learning. *International Journal of Learning, Teaching and Educational Research* 17(1), 1-25.

Bonner, E., & Reinders, H. (2018). Augmented and virtual reality in the classroom: Practical ideas. *Teaching English With Technology*, 18(3), 33-53.

Jitpaisarnwattana, N., & Reinders, H. (2018). Language MOOCs. What teachers should know. *Modern English Teacher*, 27(2), 46-49.

Reinders, H., & Mohebbi, H. (2018). Written corrective feedback: The road ahead. *Language Teaching Research Quarterly*, 6(1), 1-6.

Reinders, H., & Benson, P. (2017). Language learning beyond the classroom: A research agenda. *Language Teaching*, 50(4), 561-578.

Reinders, H. (2017). Digital games and second language learning. In S. May & S. Thorne (Eds.), *Encyclopedia of language and education (volume 9: Language, education, and technology)* (pp. 1-15). New York: Springer.

Reinders, H., & Stockwell, G. (2017). Computer-assisted second language acquisition. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 361-365). New York: Routledge.

Reinders, H., & White, C. (2017). Re-imagining the margins: Exploring the transformative potential of technology and out-of-class learning. In C. Nicolaides & W. Magno (Eds.), *Innovations and challenges in applied linguistics and learner autonomy* (pp. 167-182). Rio de Janeiro: Pontes Editores.

Publications and other research outputs

Reinders, H. (2017). An introduction to language teaching with technology. In M. Thomas, M. Peterson, H. Reinders & J. Sykes (Eds.), *Digital language learning and teaching: Critical and primary sources. Volumes I – IV* (pp. 1-6). London: Bloomsbury.

Reinders, H. (2017). A positive approach to dealing with teacher resistance. *Modern English Teacher*, 26(3), 20-22.

Reinders, H. (2017). Moving from teacher resistance teacher-leadership. *Modern English Teacher*, 26(2), 74-76.

Thomas, M., Reinders, H., & Gelan, A. (2017). Learning analytics in online language learning: Challenges and future directions. In L. Wong & K. Hyland (Eds.), *Faces of English* (pp. 197-212). New York: Routledge.

Nunan, D., Reinders, H., & Zou, B. (2017). Foundations for change: Innovation in language teaching in China. In H. Reinders, D. Nunan, & B. Zou (Eds.), *Innovation in language education: The case of China* (pp. 3-16). Basingstoke: Palgrave Macmillan.

Zou, B., & Reinders, H. (2017). Using corpora to investigate Chinese university EFL learners. In H. Reinders, D. Nunan & B. Zou (Eds.), *Innovation in language education: The case of China* (pp. 245-260). Basingstoke: Palgrave Macmillan.

Lin, L. and Reinders, H. (2017). Assessing learner autonomy: Development and validation of a localised scale. In H. Reinders, D. Nunan & B. Zou (Eds.), *Innovation in language education: The case of China* (pp. 307-328). Basingstoke: Palgrave Macmillan.

Reinders, H., & Pegrum, M. (2016). Supporting language learning on the move. An evaluative framework for mobile language learning resources. In B. Tomlinson (Ed.), *Second language acquisition research and materials development for language learning* (pp. 221-233). London: Taylor & Francis.

Reinders, H., & White, C. (2016). Twenty years of learner autonomy and technology: How far have we come and where to next? *Language Learning & Technology*, 20(2), 143-154, special 20 year anniversary issue.

Chotipaktanasook, N., & Reinders, H. (2016). Willingness to communicate in social media: An investigation of the long-term effects. *Asian EFL Journal*, 18(4), 5-24.

Vongsila, V., & Reinders, H. (2016). Making Asian learners talk: Encouraging willingness to communicate. *RELC Journal*, 47(3), 331-347.

Reinders, H., & Wattana, S. (2015). The effects of digital game play on second language interaction. *International Journal of Computer-Assisted Language Learning and Teaching*, 5(1), 1-21.

**Publications and
other research
outputs**

Reinders, H., & Wattana, S. (2015). Affect and willingness to communicate in digital game-based learning. *ReCALL*, 27(1), 38-57.

Darasawang, P., Reinders, H., & Waters, A. (2015). Innovation in practice: Lessons from Thailand. In P. Darasawang & H. Reinders (Eds.), *Innovation in language education: The case of Thailand* (pp. 1-14). Basingstoke: Palgrave Macmillan.

Watson Todd, R., Darasawang, P., & Reinders, H. (2015). Innovation in Language Teaching: Lessons Learned. In P. Darasawang & H. Reinders (Eds.), *Innovation in language education: The case of Thailand* (pp. 160-168). Basingstoke: Palgrave Macmillan.

Reinders, H., Lakarnchua, O., & Pegrum, M. (2015). A trade-off in learning: Mobile augmented reality for language learning. In M. Thomas & H. Reinders (Eds.), *Task-based language teaching in Asia*, (pp. 244-256). London: Bloomsbury.

Cheep-Aranai, R., & Reinders, H. (2015). Implementing play-based language learning with children: From potential to practice. In P. Darasawang & H. Reinders (Eds.), *Innovation in language education: The case of Thailand* (pp. 141-159). Basingstoke: Palgrave Macmillan.

Cheep-Aranai, R., & Reinders, H. (2015). The Facebook novel. Digital storytelling for oral communication. In M. Lewis & H. Reinders (Eds.), *New ways in teaching adults* (pp. 23-25). Alexandria: TESOL.

Viriya, C., & Reinders, H. (2015). Taking the classroom to the streets. Creating an augmented reality campus tour. In M. Lewis & H. Reinders (Eds.), *New ways in teaching adults* (pp. 178-180). Alexandria: TESOL.

Alroe, M., & Reinders, H. (2015). The role of translation in vocabulary acquisition: a replication study. *The Eurasian Journal of Applied Linguistics*, 1(1), 39-58.

Wichayathian, N., & Reinders, H. (2015). A Teacher's perspective on autonomy and self-access: From theory to perception to practice. *Innovation in Language Learning and Teaching*, 12(2): 89-104.

Reinders, H. (2014). Personal learning environments for supporting out-of-class language learning. *ELT Forum*, 52(4), 14-19.

Reinders, H. (2014). backchannelling in the language classroom. Improving student attention and retention with feedback technologies. *The Journal of Language Teaching and Learning*, 4(2), 84-91.

Reinders, H., & Wattana, S. (2014). Can I say something? The effects of digital game play on willingness to communicate. *Language Learning & Technology*, 18(2), 101-123.

Publications and other research outputs

Reinders, H. (2014). Touch and gesture-based language learning. Some possible avenues for research and classroom practice. *Teaching English with Technology Journal*, 14(1), 3-8.

Lakarnchua, O., & Reinders, H. (2014). Implementing mobile language learning with an augmented reality activity. *Modern English Teacher*, 23(2), 42-50.

Reinders, H. (2013). Self-access and independent learning centres. In Chapelle, C. (Ed.), *The encyclopaedia of applied linguistics*. Oxford, UK: Wiley-Blackwell.

Cho, M., & Reinders, H. (2013). The effects of aural input enhancement on L2 acquisition. In J. Bergsleithner, S. Frota, & J. Yoshioka (Eds.), *Noticing and second language acquisition: Studies in honor of Richard Schmidt* (pp. 123-138). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Reinders, H., Cho, M., & Lewis, M. (2013). Managing affect in online supervision. *New Zealand Studies in Applied Linguistics*, 19(1), 21-34.

Reinders, H., & Loewen, S. (2013). Autonomy and language learning behaviour. The role of student initiation and participation in L2 classrooms. *Study in English Language Teaching*, 1(1), 1-7.

Reinders, H., Cho, M., & Lewis, M. (2013). What happens in PhD supervision? Types and frequency of written feedback. *Reflections 15*, 30-42.

Reinders, H. (2013). From coursebook to sourcebook. Maintaining teacher autonomy. *ELTWO Journal*, 5(1).

Khojasteh, L., & Reinders, H. (2013). How textbooks (and learners) get it wrong. A corpus study of modal auxiliary verbs. *Journal of Applied Research in English*, 1(3), 33-44.

Reinders, H. (2013). Language learning on the go. The potential of location data for language learning and teaching. *Modern English Teacher*, 22(2), 33-37.

Reinders, H., & Hubbard, P. (2013). CALL and autonomy. Affordances and constraints. In M. Thomas, H. Reinders & M. Warschauer, M. (Eds.), *Contemporary CALL* (pp. 359-376). New York: Continuum.

Thomas, M., Reinders, H., & Warschauer, M. (2013). The role of digital media and incremental change. In M. Thomas, H. Reinders & M. Warschauer, M. (Eds.), *Contemporary CALL* (pp. 1-12). London: Bloomsbury.

Reinders, H. (2012). Blended and online instruction. In A. Burns & J. Richards (Eds.), *Guide to second language pedagogy* (pp. 287-294). Cambridge: Cambridge University Press.

Reinders, H. (2012). Towards a definition and operationalisation of intake. *Journal of Applied Research in English*, 1(2), 15-36.

Publications and other research outputs

Reinders, H., & Wattana, S. (2012). Talk to me! Games and students' willingness to communicate. In H. Reinders (Ed.), *Digital games in language learning and teaching* (pp. 156-188). Basingstoke: Palgrave Macmillan.

Reinders, H. (2012). The end of self-access? From walled garden to public park. *ELTWO Journal*, 4.

Reinders, H. (2012). Language advising in context: towards pedagogical and institutional integration. In J. Mynard & L. Carson (Eds.), *Advising in language learning: Dialogue, tools and context*. (pp. 170-184). Harlow: Longman.

Reinders, H., & Darasawang, P. (2012). Diversity in Language Support. In G. Stockwell (Ed.), *Computer-assisted language learning: Diversity in research and practice* (pp. 49-70). Cambridge: Cambridge University Press.

Reinders, H., & Wattana, S. (2011). Learn English or die: The effects of digital games on interaction and willingness to communicate in a foreign language. *Digital Culture and Education*, 3(1), 4-28.

Reinders, H., & Cho, M. (2011). Encouraging informal language learning with mobile technology: does it work? *Journal of Second Language Teaching and Research*, 1(1), 3-29.

Reinders, H. (2011). Digital storytelling in the language classroom. *ELTWO Journal*, 3.

Reinders, H., & Lazaro, N. (2011). Beliefs, identity and motivation in implementing autonomy. The teacher's perspective. In G. Murray, A. Gao, & T. Lamb (Eds.), *Identity, motivation and autonomy in language learning* (pp. 125-144). Bristol: Multilingual Matters.

Reinders, H., & Balcikanli, C. (2011). Do classroom textbooks encourage learner autonomy? *Novitas*, 5(2), 265-272.

Reinders, H. (2011). Towards an operationalisation of autonomy. In A. Ahmed, G. Cane, & M. Hanzala (Eds.), *Teaching English in multilingual contexts: Current challenges, future directions* (pp. 37-52). Cambridge: Cambridge Scholars Publishing.

Reinders, H., & Balcikanli, C. (2011). Learning to foster autonomy: the role of teacher education materials. *Studies in Self-Access Learning*, 2(1), 15-25.

Reinders, H., & Cho, M. (2010). Extensive Listening Practice and Input Enhancement Using Mobile Phones: Encouraging Out-of-Class Learning with Mobile Phones. *Tesl-EJ*, 14(2).

Reinders, H., & C. White (2010). 'The theory and practice of technology in materials development and task design'. In N. Harwood (Ed.), *Materials in ELT: Theory and practice* (pp. 58-80). Cambridge: Cambridge University Press.

**Publications and
other research
outputs**

Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 35(5), 40-55.

Darasawang, P., & Reinders, H. (2010). Encouraging autonomy with an online language support system. *CALL-EJ*, 11(2).

Thomas, M., & Reinders, H. (2010). Deconstructing tasks and technology. In M. Thomas., & H. Reinders (Eds.), *Task-based language teaching and technology* (pp. 1-16). New York: Continuum.

Reinders, H. (2010). 20 Ideas for Using Mobile Phones in the Language Classroom. *ELT Forum*, 46(3), 20-25 and 33.

Reinders, H. (2010). Proofreading and revising your work. An activity for fostering autonomy. *ELTWO Journal*, 2.

Reinders, H., Sakui, K., & Akakura, M. (2010). Roles in language advising and fostering autonomy: a journal study. Hasald/HKUST.

Reinders, H. (2009). Learner uptake and acquisition in three grammar-oriented production activities. In *Language Teaching Research*, 13(2), 201-222.

Reinders, H., & Ellis, R. (2009). The effects of two types of positive enhanced input on intake and L2 acquisition. In R. Ellis, S. Loewen, R. Erlam, J. Philp, C. Elder & H. Reinders (Eds.), *Implicit and explicit knowledge in a second language* (pp. 281-302). Clevedon: Multilingual Matters.

Reinders, H. (2009). Technology and second language teacher education. In A. Burns & J. Richards (Eds.), *Cambridge guide to second language teacher education* (pp. 230-238). Cambridge: Cambridge University Press.

Reinders, H., & Lewis, M. (2009). Podquests. Language games on the go. In M. Andreade (Ed.), *Language games* (pp. 71-78). Alexandria: TESOL. (Series: Classroom Practice).

Reinders, H. (2009). Teaching (with) technology. The scope and practice of teacher education for technology. *Prospect*, 24(3), 15-23.

Reinders, H. (2009). Using computer games to teach writing. *English Teaching Professional*, 63(July), 56-58.

Reinders, H. (2008). The what, why, and how of language advising. *MexTESOL*, 32(2), 13-22.

Reinders, H. (2008). The effects of implicit and explicit instructions on acquisition of two English grammatical structures. *Korean Journal of Applied Linguistics*, 24(1), 1-18.

Reinders, H. (2008). Do advisory sessions encourage independent learning? *Reflections*, 11, 1-7.

Publications and other research outputs

Reinders, H., & Lázaro, N. (2008). The assessment of self-access language learning: Practical challenges. *Language Learning Journal*, 36(1), 55-64.

Reinders, H., & Lázaro, N. (2008). Current approaches to assessment in self-access. *TESL-EJ Journal*, 11(3), 1-13.

Reinders, H., & Lázaro, N. (2008). Technology in support of pedagogy: The case of self-access. In F. Zhang & B. Barber (Eds.), *The handbook of research on computer enhanced language acquisition and learning* (pp. 469-482). Hershey: IGI.

Reinders, H., & Lewis, M. (2008). Materials evaluation and teacher autonomy. In T. Lamb & H. Reinders (Eds.), *Learner and teacher autonomy: Realities and responses* (pp. 205-216). Amsterdam: Benjamins (AILA Applied Linguistics series).

Reinders, H. (2007). Big brother is helping you. Supporting self-access language learning with a student monitoring system. *System* 35(1), 93-111.

Reinders, H., & Lázaro, N. (2007). Innovation in language support: The provision of technology in self-access. *CALL Journal*, 20(2), 117-130.

Reinders, H. (2007). University language advising: Is it useful? *Reflections in English Language Teaching*, 5(1), 79-92.

Lázaro, N., & Reinders, H. (2007). The state-of-the-art of self-access in New Zealand: Results of a SWOT analysis. *TESOLANZ Journal*, 15(1), 42-58.

Lázaro, N., & Reinders, H. (2007). Innovation in self-access: Three case studies. *CALL-EJ*, 8(2).

Reinders, H. (2007). Podquests. Language learning on the move. *ESL Magazine*, 58(July/August), 27-30.

Reinders, H., & Lewis, M. (2006). The development of an evaluative checklist for self-access materials. *ELT Journal*, 60(2), 272-278.

Reinders, H. (2006). Supporting self-directed learning through an electronic learning environment. In T. Lamb & H. Reinders (Eds.), *Supporting independent learning: Issues and interventions* (pp. 219-238). Frankfurt: Peter Lang.

Lázaro, N., & Reinders, H. (2006). Technology in self-access: An evaluative framework. *PacCALL Journal*, 1(2), 21-30.

Reinders, H. (2006). Portable language learning: Creating materials for the iPod. *English Teaching Professional*, 46(September), 66-69.

Reinders, H. (2005). Non-participation in a university language programme. *JALT Journal*, 27(2), 209-226.

Reinders, H., & Lewis, M. (2005). How well do self-access CALL materials support self-directed learning? *JALTCALL Journal*, 1(2), 41-49.

Publications and other research outputs

Lamb, T., & Reinders, H. (2005). Learner independence in language teaching: A concept of change. In D. Cunningham & A. Hatoss (Eds.), *An international perspective on language policies, practices and proficiencies* (pp. 225-239). Belgrave: FIPLV.

Reinders, H., & Lewis, M. (2005). Examining the 'self' in self-access materials. *rEFlections*, 7, 46-53.

Reinders, H., Hacker, P., & Lewis, M. (2004). The language advisor's role: Identifying and responding to needs. *Language Learning Journal*, 30(Winter), 30-35.

Reinders, H. (2004). Learner strategies in the language classroom: Which strategies, when and how? *RELC Guidelines*, 26(1), 31-35.

Reinders, H., Anderson, H., Hobbs, M., & Jones- Parry, J. (Eds.), (2004). *Supporting independent learning in the 21st century. Proceedings of the inaugural conference of the Independent Learning Association, Melbourne September 13-14 2003*. Auckland: Independent Learning Association Oceania.

Anderson, H., Reinders, H., & Jones -Parry, J. (2004). Self-access: Positioning, pedagogy and direction. *Prospect* 19(3), 15-26.

Reinders, H. (2004). Self-access centres: Teaching language and teaching learning. *The Language Teacher*, 28(6).

Reinders, H., Lewis, M., & Tsang, R. (2003). Group discussions: The teacher's role? *Asian Journal of English Language Teaching*, 13, 61-73.

Reinders, H. (2005). A cost-benefit analysis for using the internet in the language classroom. *New Zealand Language Teacher*, 29(November), 33-36.

Reinders, H., Anderson, H., & Jones- Parry, J. (2003). Self-access language learning in tertiary studies in Australia and New Zealand: A preliminary report. *New Zealand Studies in Applied Linguistics*, 9(1), 109-114.

Moore, N., & Reinders, H. (2003). Teaching for self-study. *Modern English Teacher*, 12(2), 48-50.

Cotterall, S., & Reinders, H. (2001). Fortress or bridge? Learners' perceptions and practice in self access language learning. *Tesolanz*, 8(1), 23-47.

Reinders, H., & Cotterall, S. (2000). Language learners learning independently: How autonomous are they? *Toegepaste Taalwetenschappen in Artikelen*, 65(1), 85-97.

2015 – Guest editor (with Pornapit Darasawang) of rEFlections. Special issue on "Innovation in Thailand".

2011 – Guest editor (with Cynthia White) of Language Learning & Technology. Special issue on "CALL and Learner Autonomy".

**Invited
presentations**

2010 – Guest editor of JALTCALL Journal. Special issue on “CALL and the Learner”.

2009 – Guest editor (with Cynthia White) of a Innovation in Language Learning & Teaching. Special issue on “Teacher Education and CALL”.

Plenary and keynote speeches

Reinders, H. 2019. Keynote at the SCOLAR conference, Xi’an Jiaotong Liverpool University, Suzhou, China, June 19-21.

Reinders, H. 2019. Keynote at the ICIET 2019 conference, University of Aizu, Japan, March 29-31.

Reinders, H. 2018. Analysing learners’ out-of-class language, part II. Public lecture at Kanda University, Tokyo, November.

Reinders, H. 2018. The Ethical Researcher: Leadership in Sustainable Educational Practices. Institute of Foreign Languages, RUDN university. Moscow, Russia, November 16.

Reinders, H. 2018. Engaging students, empowering teachers. Plenary at the International English Language Teachers and Lecturers conference, East Java, Indonesia, October.

Reinders, H. 2018. The internet of things in language education. Keynote at ‘teachers’ moot’ conference, Tunja, Colombia, September.

Reinders, H. 2018. Embodied cognition in language learning and teaching. Keynote at NTELT conference, Istanbul, September.

Reinders, H. 2018. Life-wide language learning. Keynote at NTELT conference, Tehran, September.

Reinders, H. 2018 Reinders, H. 2018. Technology transformation in language education. Plenary, Beijing University of posts and telecommunications, China, July 2.

Reinders, H. 2018 Reinders, H. 2018. Technology for learning beyond the classroom. Plenary, Beijing University of posts and telecommunications, China, July 2.

Reinders, H. 2018. Task-based out-of-class language learning and teaching.

Invited presentations

Keynote at JALT TBLT, Kyoto, June 23.

Reinders, H. 2018. Analysing learners' out-of-class language. Public lecture at Kanda University, Tokyo, June 21.

Reinders, H. 2018. The internet of things in language education. Public lecture, Anhui University, Hefei, June 13.

Reinders, H. 2018. New trends in language education and research. Public lecture, Anhui Jianzhu University, Hefei, June 12.

Reinders, H. 2018. Innovations in language education and research. Public lecture, Shanghai Jian Qiao University, June 10.

Reinders, H. 2018. Learning beyond the classroom. Public lecture, Shanghai University of Engineering Science, June 11.

Reinders, H., & Mangalaraj, D. 2018. Evaluation of Mobile Materials. MATSDA conference, Shanghai, June 9.

Nakamura, S. Reinders, H., & Phung, L. The impact of learner-generated versus teacher-generated tasks on learner engagement. The Psychology of Language Learning 3, Tokyo, June.

Reinders, H. 2018. Keynote at the Global Educators Networks Teaching English as a Foreign Language (GENTEFL), Kuala Lumpur, Malaysia, May 11-12.

Reinders, H. 2018. Learner autonomy in contemporary language education. Public lecture at KMUTT, Thailand, March 22.

Reinders, H. 2018. Augmented reality for autonomy development. Invited IATEFL webinar, 29 January.

Mynard, J., Kato, S., & Reinders, H. 2017. Autonomy Lab session on 'measuring autonomy'. Public lecture at Kanda University, Tokyo, November 2017.

Reinders, H. 2017. Researching learner autonomy. Public lecture at Kanda University, Tokyo, October 2017.

Reinders, H. 2017. Theories of second language acquisition. Public lecture at KMUTT, Bangkok, Thailand, September 2017.

Invited presentations

Reinders, H. 2017. Learning analytics for learner autonomy. Public lecture at KMUTT, Bangkok, Thailand, August 2017.

Reinders, H. & Chik, A. 2017. Symposium on digital games in language education, Brazil, AILA, July 24.

Reinders, H. 2017. Ubiquitous second language acquisition, Brazil, AILA, July 24.

Reinders, H. 2017. Learning Analytics and Situated Cognition. Keynote at JALT CALL conference, Matsuyama, June.

Reinders, H. 2017. The internet of things in language teaching and learning. FIID Proulex, Guadalajara, Mexico, May 11-12 2017.

Reinders, H. 2017. Implementing Innovation in ELT. Dhurakij Pundit University, Thailand, April 25, 2017.

Reinders, H. 2017. Educational data mining for language teachers. Mae Fah Luang University, Thailand, April 2017.

Reinders, H. 2016. Learning analytics for language teaching. Kanda University, Japan, September, 2016.

Reinders, H. 2016. Learning from practice: Teacher research in the 21st century. Residential at Showa University in Tokyo, August 3-6, for Anaheim University.

Reinders, H. 2016. Technology and Pedagogy in TESOL. Keynote at the New Zealand Association of Language Teachers conference, Nelson, July 2016.

Reinders, H. 2016. Educational Sustainability. Keynote at Tomsk Polytechnic University, Russia, May 22-25.

Reinders, H. 2015. What's next for ELT? Plenary at the 'Self in Language Learning' conference, Turkey, Sept 2015.

Reinders, H. 2015. Learning beyond the classroom: a research agenda. Plenary at TESOL Colombia, June 5.

Reinders, H. 2015. English for Specific Purposes Beyond the Classroom. Keynote at Kaohsiung University, Taiwan, May 2015.

Invited presentations

Reinders, H. 2015. Digital Storytelling. Public lecture at Mae Fah Luang University, Chiang Rai, Thailand, July 2015.

Reinders, H. 2014. The future of education. Professorial address at Unitec, Auckland, November 26.

Reinders, H. 2014. Learn English or die! The role of digital games in ELT. Public lecture at Unitec, Auckland, October.

Reinders, H. 2014. Encouraging informal learning. Invited keynote at the 62nd TEFLIN conference, Indonesia, October 1-3, 2014.

Reinders, H., & Hubbard, P. 2014. Beyond the language classroom: Exploring the social learning ecology. Colloquium at the AILA World Congress in Brisbane, Australia, September 2014.

Reinders, H., & Hubbard, P. 2014. Technology and Autonomy Beyond the Classroom: An Exploratory Framework. Colloquium at the AILA World Congress in Brisbane, Australia, September 2014.

Reinders, H. 2014. Public pedagogy through mobile learning. Exploring autonomy and acquisition. Colloquium presentation at the AILA World Congress in Brisbane, Australia.

Reinders, H. 2014. Controversies in ELT. Invited public lecture at Showa Women's University, Tokyo, August 2, 2014.

Reinders, H. 2014. Location data in language acquisition. Invited plenary at the Universidad de Guadalajara, May 2014.

Reinders, H. 2014. Plenary at Nile Tesol, Cairo, January 2014.

Reinders, H. 2013. ELT and Asean integration. Keynote at Chulalongkorn University November 17-19, Bangkok, Thailand.

Reinders, H. 2013. Learning on the go. Invited public lecture at Thammasat University, Bangkok, September 14 2013.

Reinders, H. 2013. From input to intake: the role of noticing and awareness in SLA. Invited public lecture at KMUTT, September 15 2013.

Reinders, H. 2013. Digital Storytelling. Invited public lecture at Chulalongkorn

Invited presentations

University, Bangkok, September 13 2013.

Reinders, H. 2013. Mobile learning for teachers. Invited public lecture at KMUTT, Bangkok, August 2013.

Reinders, H. 2013. Oral input enhancement. Invited public lecture at Chulalongkorn University, Bangkok, August 2013.

Reinders, H. 2013. Learner autonomy through games. Invited plenary at the ELTAI (English Language Teaching Association of India) conference in Chennai, India, July 18-20.

Reinders, H. 2013. From classroom to classworld: the power of mobile. Invited lecture at Dhurakij Pundit University, June 26, Bangkok, Thailand.

Reinders, H. 2013. Aural input enhancement on mobile devices. Keynote at the Virtual Roundtable, May 17-19.

Reinders, H. 2013. Moving beyond the classroom – the role of technology. Invited lecture at the University of Groningen, March 25.

Reinders, H. 2013. Breaking the chains. Mobile technologies for language teaching. Plenary presentation at the Universidad de la Sabana, Bogota, Colombia, February 21-24.

Reinders, H. 2013. Facilitating lexico-grammar learning through mobile technologies. Plenary at the 9th International Congress on English Grammar, Tamilnadu, India.

Reinders, H. 2012. Digital game-based learning. Invited presentation for Cengage, May 2012.

Reinders, H. 2012. The role of mobile technologies in language education. Keynote at Qatar TESOL, Doha, April 2012.

Reinders, H. 2012. Autonomy and technology. Guest lecture at the University of Groningen, March 2012.

Reinders, H. 2011. Digital Games in Language Learning and Teaching. Invited plenary for the University of Pennsylvania, December 10, 2011.

Invited presentations

Reinders, H. 2011. 'Death, Honour and Victory in Second Language Acquisition: the role of digital games'. SLanguages conference 2011, Sep 16-18.

Reinders, H. 2011. AILA Research Network Symposium on 'CALL and the Learner' at the AILA World Congress, August 25, 2011.

Reinders, H. 2011. Invited workshop at King Mongkut University, Bangkok, Thailand, August 19, 2011.

Reinders, H. 2011. Keynote presentation, Cambridge University Press symposium, May 20-23, Antalya, Turkey.

Reinders, H. 2011. Invited panelist at the 100 year anniversary of 'Levende Talen', in May, in Amsterdam, the Netherlands.

Reinders, H. 2011. Plenary speaker at TESOL Arabia, March 10-12, in Dubai.

Reinders, H. 2011. Invited workshop at TESOL Arabia, March 10-12, in Dubai.

Reinders, H. 2010. Invited workshop on 'out-of-class learning' at National University Singapore, December 11.

Reinders, H. 2010. Do computer games really contribute to language learning? Keynote at the 2010 Wireless Ready Conference in Nagoya, February 19-20, Japan.

Reinders, H. 2010. The effects of task type on second language uptake and acquisition. Public lecture at NTU, Singapore, January 5.

Reinders, H. 2010. Invited Workshop at Nanyang Technological University, Singapore, January 5. Self-access across the curriculum.

Reinders, H. 2009. Input, intake and acquisition. Invited public lecture at the National Institute of Education, Singapore. December 2.

Reinders, H. 2009. Invited Workshop at NTU, Singapore, December 2. Self-access learning.

Reinders, H. 2009. Learn English or Die! Video games in ELT. Opening keynote at the annual ELT Conference at Universidad Autónoma de Baja California, Ensenada, Mexico, November 11-13.

**Invited
presentations**

Reinders, H. 2009. The Effects of Two Types of Positive Enhanced Input on Intake and L2 acquisition. Invited public lecture at Oxford University, Oxford, October 27.

Reinders, H. 2009. Self-access consultation, KMUTT University, Bangkok, Thailand, October 9.

Reinders, H. 2009. Entertainment or learning? Invited workshop at CULI, Chulalongkorn University, Bangkok, Thailand, June 17.

Reinders, H. 2009. Autonomous learning, autonomous learners. Plenary at the Oman International ELT Conference at Sultan Qaboos University, Muscat, Oman, April 22-23.

Reinders, H. 2009. Popular media in English Language Teaching. Invited workshop at the Oman International ELT Conference at Sultan Qaboos University, Muscat, Oman, April 22-23.

Reinders, H. 2009. Innovation in Language Teaching. Plenary at the 5th International Conference of the English Language Centre at Aga Khan University, Karachi, Pakistan, April 11-12.

Reinders, H. 2009. Invited Workshop at NTU, Singapore, April 14. Self-access for tertiary education.

Reinders, H. 2009. Computer games in EAP. Invited workshop for Macmillan English Campus. Online, April 8.

A LIST OF OLDER PLENARIES AND KEYNOTES IS AVAILABLE ON REQUEST

