HAYO REINDERS

Professor

CONTACT

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PUBLIC

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CURRENT

Professor of TESOL and Director of Research
2014 - now
Anaheim University, USA

Professor of Applied Linguistics
2006 - now
King Mongkut University, Thailand

Senior Research Principal
2015 - now
Kanda University, Japan

PREVIOUS

Professor of Education and Head of Education
2014 - 2019
Unitec, New Zealand

Dean of The graduate School
2015 - 2019
Anaheim University, USA

Head of Academic Development
2008-2012
Middlesex University, UK

Associate Professor
2006 - 2007
SEAMEO RELC, Singapore

Director of the English Language Centre
2000 - 2006
University of Auckland, New Zealand

PROFESSIONAL

2025 – Visiting Professor, University of Hong Kong.

2025 – Research project: 'General Research Fund (GRF) 2024/25 project on the "Effect of Informal Digital Learning of English (IDLE) on Speaking Proficiency, via Anxiety, Enjoyment, and Willingness to Communicate' with J. Lee, M. Chiu, M. Dressman, J. Jia & K. Jieun.

2024 – Expert Advisory Board, Oxford University Press.

2023 – Visiting Professor, Education University of Hong Kong.

2023 – 2024 Host of the Launchpad Tech Innovation awards, organsied by the Flagstaff Centre University of Hawaii.

2022 – Visiting Distinguished Professor, University of Oslo.

2022 – Visiting Professor, Central South University, Changsha, China.

2022 – External supervisor/examiner, Örebro University, Sweden.

2021 – Member of the Expert Panel on Technology and Motivation, Oxford University Press.

2021 – Member of the Award Committees for the Education Sciences Best Paper Awards.

2021 – External Research Consultant, Education University of Hong Kong on the LMOOC project.

2021 – Visiting Professor, Central South University, Changsha.

2021 – Scientific Committee member for the Fourth National and the First International Conference on Pedagogical Content Knowledge (PCK) in TEFL.

2020 – Visiting Professor, Central South University, Changsha, China.

2020 – External supervisor/examiner, Örebro University, Sweden.

2020 – Visiting Distinguished Professor, Mae Fah Luang University, Chiang Rai, April, Thailand.

2019 – Visiting Professor, Mae Fah Luang University, Chiang Rai, April, Thailand.

2019 – Visiting Professor, Shanghai Center for Research in English Language Education, May, 2019.

PROFESSIONAL

2018 - Visiting Professor, Beijing University of Posts and Telecommunications, China, July 2018.

2017 - Visiting Professor, Mae Fah Luang University, Chiang Rai, Thailand.

2016 - Distinguished Visiting Professor, University of Central Lancashire, June 2016.

2016 - Visiting Professor, Kanda University, Japan, September 2016.

2015 - Visiting Professor, Mae Fah Luang University, Chiang Rai, Thailand.

2013 - Visiting Professor, Chulalongkorn University, Bangkok, Thailand.

2006-2007 - Visiting Proessor, KMUTT University, Bangkok, Thailand.

2005 - Visiting professor at Meiji University, Tokyo, Japan.

2004-2005 - Project manager for the TOEFL IBT validation study, University of Auckland.

2004 - Visiting professor at KMUTT University, Bangkok, Thailand.

2004 - Visiting scholar at the University of Sheffield, United Kingdom.

2003 - Project manager for the TOEFL CBT validation study, University of Auckland, New Zealand.

2003-2004 - Project manager for the Adult Literacy Project, University of Auckland.

2002 - Project Manager for the TOEFL validation study at the University of Auckland.

2000 - Project coordinator at the University of Auckland, Dept of Applied Language Studies and Linguistics.

2000 - CALL consultant in the Dept of Languages and Communication at the University of Groningen.

1999 - Consultant in the Research & Consultancy Centre for Educational Linguistics (ETOC), the Netherlands.

1994-1999 - Volunteer teacher of Dutch and English to refugees, Educas, the Netherlands.

CURRENT EDITORIAL

Founding editor of Innovation in Language Learning and Teaching, Taylor & Francis (SSCI, Q1)

Editor-in-chief of Language Learning & Technology (SSCI, Q1)

Editor-in-Chief of Relay Journal.

Podcast Editor of Language Learning & Technology.

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

Associate Editor of Language Teaching Research Quarterly.

Editorial board member of Research Synthesis in Applied Linguistics.

Editorial board member of Digital Applied Linguistics.

Editorial board member of the St Andrews Journal of International and Language Education (STILE).

Editorial board member of RELC Journal.

Editorial board member of Education Sciences.

Editorial board member of Studies in Educational Management.

Editorial board member of The Asian-Pacific Journal of Second and Foreign Language Education, (Springer).

Editorial board member of AsiaCALL Online Journal.

Editorial board member of JALTCALL Journal, Japan.

Editorial board member of Language Testing in Asia.

Editorial board member of The International Journal of TESOL & Education.

Editorial board member of the Eurasian Journal of Applied Linguistics.

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

Editorial board member of rEFLections Journal, Thailand.

Editorial board member of the International Journal of Research in ELT.

Editorial board member of the AsiaTEFL Book Series.

Editorial board member of Forum for Linguistic Studies.

Editorial board member of the International Journal of Modern Languages And Applied Linguistics (IJMAL).

Advisory board member of Studies in Self-Access Learning.

Advisory board member of JASAL (Japan Association for Self-Access Learning).

SERVICE

Currently - Panelist for the New Zealand Ministry of Educations 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 - Reviewer for Standing Committee on Language Education and Research (SCOLAR) of Hong Kong Special Administrative Region (HKSAR) Government.

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

Currently - Advisory Board member of the Norwegian government-funded project 'starting age and extramural English'. See here.

Currently - Chair of the Ethics Committee, Anaheim University, USA.

Currently - Expert Panelist for Oxford University Education Committee

Currently - Associate Researcher on theWeb 3.0 European Language Portfolio project at the European Centre for Modern Languages.

Currently - Member of 1Edtech/IMS global learning consortium.

Currently - member of Teachers without Borders.

Currently - member of the International Virtual Environments Research Group

Currently - member of the Language, Literacy and Digital Education group at UCLAN, Lancaster, UK.

Currently - invited member of Gamlit, Games and Literacy, group.

2019 - Member of the Routledge Experts Panel for Education Arena.

2019 - Program Committee Member for the CALL2019 (XXth) International CALL Research Conference.

2019 - Member of the Scientific Committee for 7th International Conference on e-Learning and e-Teaching (ICELET2019).

2019 - Member of the scientific committee of the International Conference on Education, Psychology, and Behavioral Science (EPBS-2019), Istanbul, 25-26 October.

2018-2019 - Editorial Advisory Board member for the Encyclopedia of Organizational Knowledge, Administration and Technologiesâ€™, edited by Jan Travers, IGI publishers.

2014-2017 - Convenor (with Alice Chik) of the AILA Research Network on Digital Gaming.

2017 - member of the honorary scientific committee of the International Conference on New Trends in English Language Teaching and Testing (www.NTELT.com), Dubai.

SERVICE

2017 - member of the scientific committee of the 1st Conference on Practical and Pedagogical Issues in English Language Teaching and Learning, Islamic Azad University, Urmia Branch, in Urmia, Iran, August 26-27.

2017 - Editorial Advisory Board member of Cross-Cultural Perspectives on Technology-Enhanced Language Learning, published by IGI.

2016 - Research Advisor for Qassim University, Saudi Arabia

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

2015 - Editorial Advisory Board member for Multiculturalism & Technology-Enhanced Language Learning, by Tafazoli & Romero: IGI Global.

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

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.

2004 - Committee for the inaugural conference of the Pacific Association for Computer-Assisted Language Learning conference, December 1-3, 2004.

2004-2008 - Co-editor of the refereed journal of the PACCALL (Pacifc Association for Computer-Assisted Language Learning) (see: journal).

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

2008-2009 - Materials developer for Macmillan English Campus (academic English materials for online study.

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

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

2002-2003 - Convenor of the Independent Learning conference in Melbourne September 14-15.

2002 - Co-founder of the Independent Learning Association.

(Not included: peer-reviewing duties, external PhD examinations)

BOOKS

Chong, S-W., Reinders, H. & Liu, Q. (Eds.), (2025). Research-practice partnership in language education. Palgrave Macmillan (forthcoming).

Reinders, H., Park, K. & Lee, J. (Eds.), (2025). Innovation in language learning and teaching: The case of Korea. Palgrave Macmillan (forthcoming).

Chong, S.W. & Reinders, H. (Eds.). (2024). Innovation in language learning and teaching. The Case of England, Northern Ireland, Scotland, and Wales. Palgrave Macmillan (forthcoming).

Reinders, H., Phung, L. & Pham, H. (Eds.). (2024). Innovation in language learning and teaching: The case of Vietnam and Cambodia. Palgrave Macmillan.

Reinders, H. (2023). From teacher to teacher leader. Cambridge University Press.

Reinders, H. (Ed.). (2023). Language teacher leadership. Insights from theory and practice. Palgrave Macmillan.

Chong, S.W. & Reinders, H. (Eds.). (2023). Innovation in learning-oriented language assessment. Palgrave Macmillan.

Navarro, D., Carter, B., Roberts, N., & Reinders, H. (Eds.). (2023). Innovation in language learning and teaching: The case of the Caribbean. Palgrave Macmillan.

Reinders, H., Lai, C., & Sundqvist, P. (Eds.). (2022). The Routledge encyclopedia of language learning beyond the classroom. Routledge.

Reinders, H., Coombe, C., Littlejohn, A., & Taffazoli, D. (Eds.). (2019). Innovation in language learning and teaching: The case of the Middle East and North Africa. Palgrave Macmillan.

Reinders, H., Ryan, S., & Nakamura, S. (Eds.). (2019). Innovation in language learning and teaching: The case of Japan. Palgrave Macmillan.

Reinders, H., Nunan, D., & Zou, B. (Eds.). (2017). Innovation in language learning and teaching: The case of China. Palgrave Macmillan.

Reinders, H., Lewis, M., & Phung, L. (2016). Studying in English. Strategies for success in higher education. Palgrave Macmillan.

Thomas, M., Peterson, M., Reinders, H., & Sykes, J. (Eds.). (2016). Digital language learning and teaching: Volumes I   IV. Bloomsbury.

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

Reinders, H. & Lewis, M. (2014). Facilitating workshops. Palgrave Macmillan.

Reinders, H. & Thomas, M. (Eds.). (2014). TBLT in Asia: Challenges, opportunities and future directions. Bloomsbury.

Lewis, M. & Reinders, H. (Eds.). (2014). New ways in teaching adults. TESOL.

BOOKS

Thomas, M., Reinders, H., & Warschauer, M. (Eds.). (2012). Contemporary computer-assisted language learning. Continuum.

Reinders, H., (Ed.). (2012). Digital games in language learning and teaching. Palgrave Macmillan.

Benson, P. & Reinders, H. (Eds.). (2011). Beyond the language classroom. The theory and practice of informal language learning and teaching. Palgrave Macmillan.

Loewen, S. & Reinders, H. (2011). Key concepts in second language acquisition. Palgrave Macmillan.

Thomas, M. and Reinders, H. (Eds.). (2010). Task-based language teaching and technology. Continuum.

Reinders, H., Lewis, M., & Kirkness, A. (2010). Good teacher, better teacher. Strategies for the multicultural classroom. Perceptia Press.

Reinders, H. (2010). The effects of task type and instructions on second language acquisition. Cambridge Scholars Publishing.

Ellis, R., Loewen, S., Erlam, R., Philp, J., Elder, C., & Reinders, H. (2009). Implicit and explicit knowledge in a second language. Multilingual Matters.

Reinders, H., Moore, N., & Lewis, M. (2008). The international student handbook. Palgrave Macmillan.

L zaro, N. and Reinders, H. (2008). Independent learning centres: Tips for teachers. NCELTR.

Lewis, M. & Reinders, H. (2007). Using student-centered methods with teacher-centered students. Pippin Publishing.

Lamb, T. & Reinders, H. (Eds.). (2007). Learner and teacher autonomy: Concepts, realities and responses. John Benjamins.

Lamb, T. & Reinders, H. (Eds.). (2006). Supporting independent learning: Issues and interventions . Peter Lang.

Reinders, H., Lewis, M., & Kirkness, A. (2006). Transform your teaching. Strategies for the multicultural classroom. Pearson Education.

Cotterall, S. & Reinders, H. (2004). Learner strategies: A guide for teachers. RELC.

Lewis, M. & Reinders, H. (2003). Study skills for speakers of English as a second language. Palgrave Macmillan.

PUBLICATIONS

Reinders, H., Chong, S-W. & Liu, Q. (2025). Conceptualisations of and research on language teacher leadership: A scoping review. TESOL Journal (forthcoming).

Klipp, J. & Reinders, H. (2025). The effects of different types of computer-assisted corrective feedback on L2 pragmatics learning. Digital Applied Linguistics (forthcoming).

Park, K., Reinders, H. & Lee, J. (2025). Language education in Korea. In: H. Reinders, K. Park & J Lee (Eds.), Innovation in language learning and teaching: The case of Korea. Palgrave (forthcoming).

Stewart, G. & Reinders, H. (2025). How teachers can adapt in response to sociocultural change. In: C. Coombe (Ed.), Handbook of professional learning and development in global language education contexts, (forthcoming).

Reinders, H., Guzman, A., & Baecher, L. (2024). Language teacher leadership. In Reference module in social sciences. Elsevier. https://doi.org/10.1016/B978-0-323-95504-1.00255-6

Chotipaktanasook, N. & Reinders, H. (2025). Gamification in language education. In: Nesi, H., Milin, P., & Chong, S. W. (Eds.), International Encyclopedia of Language and Linguistics (3rd Edition). Elsevier (forthcoming).

Lee, J., Reinders, H. & Park, K. (2025). Innovation in Korea: Lessons learned and future directions. In: H. Reinders, K. Park & J. Lee (Eds.), Innovation in language learning and teaching: The case of Korea. Palgrave (forthcoming).

itpaisarnwattana, N. & Reinders, H. (2025). Technology-mediated second language acquisition. In: J. Herschensohn, A. Leung, M. Young-Scholten & A. Fernandez Dobao. The Cambridge Handbook of Second Language Acquisition.

Liu, M. & Reinders, H. (2024). Do AI chatbots impact motivation? Insights from a longitudinal study. System, 128.

Reinders, H. (2024). Humanising technology in language learning and teaching. Oxford University Press.

Reinders, H. & Bailey, K. (2024). Teacher education for language teacher leadership.Second Language Teacher Education, (forthcoming).

Lee, B., Reinders, H. & Bonner, E. (2024). Monitoring engagement in the foreign language classroom: Learners' perspectives. Languages, 9(2), 53-68.

Stewart, G. & Reinders, H. (2024). Language teacher resilience: Antecedents and experiences. Journal for the Psychology of Language Learning, 6(1), 1-18.

Reinders, H. (2024). Pedagogical innovation in CALL. In: L. McCallum & D. Tafazoli, D. (Eds.), The Palgrave encyclopedia of computer-assisted language learning. Palgrave (forthcoming).

Erenay, Amy & Reinders, H. (2024). The Development Process of the Home Language Parent Tool. The Heritage Language Journal, 21(1), 1-23.

PUBLICATIONS

Chong, SW. & Reinders, H. (2024). Innovation in language education in the United Kingdom: Voices from the four nations. In: SW. Chong & H. Reinders (Eds.), Innovation in language learning and teaching. The Case of England, Northern Ireland, Scotland, and Wales (pp. 3-16). Palgrave.

Chong, SW. & Reinders, H. (2024). Innovating language education in partnership: The less-treaded path. In: SW. Chong & H. Reinders (Eds.), Innovation in language learning and teaching. The Case of England, Northern Ireland, Scotland, and Wales (pp. 330-340). Palgrave.

Jitpaissarnwatta, N. & Reinders, H. (2024). Learning analytics in English language teaching. In: L. Liontas (Ed.), The TESOL encyclopedia of English language teaching. Wiley (forthcoming).

Reinders, H. (2023). The key to self-regulated learning: A systematic approach to maximising its potential. Oxford University Press. .

Reinders, H. (2023) Supporting refugees. A primer for language teachers. Oxford University Press.

Reinders, H.(2023). Willingness to lead. A framework for language teacher leadership development. In H. Reinders (Ed.), Language teacher leadership. Insights from theory and practice, (pp. 1-18). Palgrave Macmillan.

Reinders, H., Lee, B. & Bonner, E. (2023). Tracking learner engagement in the L2 classroom with experience sampling. Research Methods in Applied Linguistics, 2(2).

Reinders, H., & Chong, S. W. (2024). Computer-assisted language learning as a pedagogical framework. In C. A. Chapelle & M. Sato (Eds.),The Encyclopedia of applied linguistics, second edition: Instructed second language acquisition. Wiley-Blackwell.

Reinders, H., Chong, S. W., & Qi, L. (2023). A protocol for a scoping review on conceptualisations of and research on language teacher leadership. Database of Education Systematic Reviews.

Hays, J., & Reinders, H. (2023). Discontinuity, sustainability, and critical learnership: Development, dynamics, and demand. In E. Meletiadou (Ed.), Handbook of research on implications of sustainable development in higher education (pp. 115-143). IGI Global.

Gregersen, T. & Reinders, H. (2023). Teacher leadership for teacher wellbeing. In H. Reinders (Ed.), Language teacher leadership. Insights from theory and practice (pp. 103-123). Palgrave Macmillan.

Foster, H., & Reinders, H. (2023). Of horses and water: Giving learners free rein in developing their autonomy. REFLections, 30(2), 363–382.

Tweed, A. & Reinders, H. (2023). Agency and affordances in study abroad. Education Sciences, 13(4):327. https://doi.org/10.3390/educsci13040327

PUBLICATIONS

Chong, S.W., Reinders, H. (2023). Learning-oriented language assessment. Insights for evidence-based practices. In: S.W. Chong & H. Reinders (Eds.), Innovation in learning-oriented language assessment (pp. 1-11). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-18950-0_1

Reinders, H. & Chong, S-W. (2023). Computer-assisted language learning. In C. A. Chapelle & M. Sato (Eds.), The Encyclopedia of applied linguistics, second edition: Instructed second language acquisition. Wiley-Blackwell.

Lin, L. & Reinders, H. (2023). Development and content validation of an e-portfolio to assess and promote learner autonomy. In: S.W. Chong & H. Reinders (Eds.), Innovation in learning-oriented language assessment (pp. 311-330). Palgrave Macmillan.

Stewart, G. & Reinders, H. (2023). Metacognition and self-awareness: The impact of one language teacher's reflection about his instructional delivery and his personality on his self-awareness and his metacognition. Studies in Language Teacher Education, 2(1) (67-93).

Mideros, D., Roberts, N., Carter, B-A. & Reinders, H. (2023). Foreign language learning and teaching in the Southern Caribbean: Future directions. In: D. Mideros, N. Roberts, B-A. Carter & H. Reinders (Eds.), Innovation in language learning and teaching: The case of the Southern Caribbean (pp. 1-23). Palgrave Macmillan.

Clark, K. & Reinders, H. (2023). Learning (far) beyond the classroom. An exploratory study of self-directed learning activities and strategies of adult L2 Learners in Japan. Relay Journal.

Zou B, Reinders H, Thomas M and Barr D (2023). Editorial: Using artificial intelligence technology for language learning. Front. Psychol. 14:1287667. doi: 10.3389/fpsyg.2023.1287667

Mideros, D., Roberts, N., Carter, B-A. & Reinders, H. (2023). Foreign language education in the Southern Caribbean: An overview. In: D. Mideros, N. Roberts, B-A. Carter & H.Reinders (Eds.), Innovation in language learning and teaching: The case of the Southern Caribbean (pp. 210-227). Palgrave Macmillan.

Reinders, H. (2022). Making sense of big (and not so big) data with language learning analytics. In: P. Watkins (Ed.), Better learning research review, (pp. 91-102). Cambridge University Press.

Reinders, H., Dudeney, G., & Lamb, M. (2022). Using technology to motivate learnersem>. Oxford University Press.

Reinders, H. (2022). Teacher leadership. In: L. Liontas (Ed.), The TESOL encyclopedia of English language teaching. Wiley.

Nakamura, S., Reinders, H. & Darasawang, P. (2022). A classroom-based study on the antecedents of epistemic curiosity in L2 learning. Journal of Psycholinguistic Research, 51(2), 293-308.

PUBLICATIONS

Chong, S.W. & Reinders, H. (2022). Autonomy of English language learners: A scoping review of research and practice. Language Teaching Research, 29(2), 607-632.

Reinders, H. & Nakamura, S. (2022). Engagement in language learning and teaching. In: S. Mercer & T. Gregersen (Eds.), The Routledge handbook of psychology of language learning (pp. 137-148). Routledge.

Jitpaisarnwattana, N., Darasawang, P. & Reinders, H. (2022). Understanding Affordances and Limitations in a Language MOOC from an Activity Theory Perspective. Research and Practice in Technology Enhanced Learning, 17(9).

Reinders, H., Lai, C. & Sundqvist, P. (2022). Language learning and teaching beyond the classroom. In: H. Reinders, C. Lai & P. Sundqvist (Eds.), The Routledge handbook of language teaching and learning beyond the classroom (pp. 1-6). Routledge.

Chong, S.W., Khan, A. & Reinders, H. (2022). A Critical Review of Design Features of LMOOCs. Computer-assisted Language Learning. DOI: 10.1080/09588221.2022.2038632.

Bonner, E., Garvey, K., Miner, M., Godin, S. & Reinders, H. (2022). Measuring real-time learner engagement in the Japanese EFL classroom. Innovation in Language Learning & Teaching. DOI: 10.1080/17501229.2021.2025379

Nakao, N. & Reinders, H. (2022). "This is the end." A longitudinal case study of a Japanese learner's experience and regulation of anxiety. Education Sciences, 12(1), 25.

Jitpaisarnwattana, N. & Reinders, H. (2022). Language MOOCs. In: L. Liontas (Ed.), The TESOL encyclopedia of English language teaching. Wiley.

Jitpaisarnwattana, N., Darasawang, P. & Reinders, H. (2022). Delving into personalisation behaviours in a language MOOC. International Journal of Learning, 21(1): 92-109.

Stewart, G. & Reinders, H. (2022). Teacher Cognition and Change: Implementing Active Learning in a Japanese English Language Course. Explorations in Teacher Development, 28(3), 3-20.

Allahyar, N., Zarrinabadi, N. & Reinders, H. (2022). How teachers' perceptions of learners' willingness to communicate affect frequency and method of turn allocation, Language Teaching Research Quaterly, 30: 56-68.

Nakamura, S., Phung, L. & Reinders, H. (2021). The effect of learner choice on L2 task engagement. Studies in Second Language Acquisition, 43(2), 428-441.

Nakamura, S., Darasawang, P. & Reinders, H. (2021). The antecedents of boredom in L2 classroom learning. System, (98), 1-15.

Reinders, H. & Lan, Y. (2021). Big data in language education. Foreword to the special issue. Language Learning & Technology, 25(1), 1-3.

PUBLICATIONS

Chong, S. & Reinders, H. (2021). Re(de)fining "quality": A methodological review of qualitative research syntheses in CALL. System, 103.

Jitpaisarnwattana, N., Reinders, H., & Darasawang, P. (2021). Learners' Perspectives on Interaction in a Language MOOC. Jaltcall Journal, 17(2), 158-182.

Jitpaisarnwattana, N., Darasawang, P. & Reinders, H. (2021). Understanding the effects of personalization and social interaction. Online Learning Journal, 25(4), 324-343.

Nakamura, S., Darasawang, P. & Reinders, H. (2021). A practitioner study on the implementation of strategy instruction for boredom regulation. Language Teaching Research.

Reinders, H. & Bailey, K. (2021). Assessing and evaluating language learning beyond the classroom. In: P. Winke & T. Brunfaut (Eds.), The Routledge Handbook of Second Language Acquisition and Language Testing (pp. 371-381). Routledge.

al-Busaidi, S., Yusuf, T. & Reinders, H. (2021). A Model for Implementing Problem-Based Language Learning. Experiences from a seven-year journey. International Journal of Learning, Teaching and Educational Research, 20(1), 1-22.

Jitpaisarnwattana, N., Darasawang, P. & Reinders, H. (2021). Defining Success in a Language MOOC from Learners' Perspectives. International Journal of Computer-Assisted Language Learning and Teaching, 12(1).

Saeed, H. & Reinders, H. (2021). The differential impact of the timing of form-focused instruction on the acquisition of the past counterfactual conditional and framing expressions for English questions. Journal of Second Language Studies, 4(1), 19-47.

Hays, J. & Reinders, H. (2021). Viability of the sustainable development ecosystem. In: M. Khosrow-Pour (Ed.), Encyclopedia of organizational knowledge, administration, and technologies, 812-830. IGI.

Reinders, H., & Benson, P. (2021). Learning beyond the classroom. In: H. Mohebbi & C. Coombe (Eds.), Research questions in language education: A reference guide for teachers, (pp. 227-230). Springer.

Darasawang, P. & Reinders, H. (2021). Willingness to communicate and second language proficiency: A correlational study. Education Sciences, 11(9), 518-230.

Reddy, L., Baghaei, N., Reinders, H., Ahmed, A., & Sardareh, S. A. (2021). Persuasion via gamification: Supporting positive behaviour for learning (PB4L) school-wide pedagogy. Set: Research Information for Teachers, (2), 20-25.

Reinders, H. & Hays, J. (2020). Creativity and criticality in presencing. In: Gunnlausson, O. & W. Brendel (Eds.), Advances in Presencing: Volume 2 (pp. 393-420). Triofoss Press.

Reinders, H. (2020). A framework for learning beyond the classroom. In: Raya, M. & F. Vieira (Eds.), Autonomy in Language Education: Theory, Research, and Practice (pp. 63-73). Routledge.

PUBLICATIONS

Chong, S. W. & Reinders, H. (2020). Technology-mediated task-based language teaching: A qualitative research synthesis, Language Learning & Technology, 24(3), 70-86.

Hays, J. & Reinders, H. (2020). Sustainable learning and education: A curriculum for the future, UNESCO International Review of Education - Journal of Lifelong Learning, 66(1), 29-52.

Reinders H. (2020). Fostering Autonomy: Helping Learners Take Control. English Teaching, 75(2), 135-147.

Phung, L., Nakamura, S. & Reinders H. (2020).The effect of choice on affective engagement: Implications for task design. In: P. Hiver, S. Mercer & A. Al-Hoorie (Eds.), Student engagement in the language classroom (pp. 163-181). Multilingual Matters.

Insaboom, C., Darasawang, P., & Reinders, H. (2020). Teachers' Practices in fostering learner autonomy in a Thai university context. Journal of Language Teaching and Research, 11(2), 194-203. .

Reinders, H., & Lewis, M. (2020). Preparing for retirement. In: C. Coombe, N. Anderson, & L. Stephenson (Eds.), Professionalizing your English language teaching. New York: Springer (429-435).

Littlejohn, A. & Reinders, H. (2020). The world needs you: Sharing your work and getting published. In: C. Coombe, N. Anderson, & L. Stephenson (Eds.), Professionalizing your English language teaching (pp. 361-372). Springer.

Stockwell, G. & Reinders, H. (2019). Technology, Motivation and Autonomy, and Teacher Psychology in Language Learning: Exploring the Myths and Possibilities. Annual Review of Applied Linguistics, 39, 40–51.

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Guest Edited Journal Issues

2024 – Guest editor with Kathi Bailey of Second Language Teacher Education on 'Language teacher leadership development'.

2020 – Guest editor (with Yuyu Lan) of Language Learning & Technology. Special issue on 'Big Data and Learning Analytics in Language Education'.

2020 – Guest editor (with Hassan Mohebbi) of the Asia, Pacific Journal of Second and Foreign Language Education/em>. Special issue on 'Technology in the teaching and asssessment of writing'.

2020 – Guest editor (with Christine Coombe and Hassan Mohebbi) of the journal Language Testing in Asia. Special issue on New Technologies in Language Testing and Assessment: Translation of Theory and Research into Practice.

2016 – Guest editor (with Alice Chik) of the International Journal of Computer-Assisted Language Learning and Teaching. Special issue on "Digital Games" 6:4.

2015 – Guest editor (with Pornapit Darasawang) of rEFLections. Special issue on "Innovation in Thailand", volume 19.

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

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

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