A black and white portrait of Dr. Hayo Reinders, a middle-aged man with short dark hair, smiling slightly. He is wearing a light-colored, textured blazer over a button-down shirt. His hands are clasped in front of him on a dark surface. A watch with a dark dial and leather strap is visible on his left wrist. The background is a plain, light-colored wall.

CURRICULUM VITAE

DR HAYO REINDERS



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## CURRENT POSITIONS

TESOL Professor (since 2012) and Chair of research  
Anaheim University, Los Angeles, USA



Dean of the Graduate School of Education / Director of the Doctoral  
program 2012-2018

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



2013-2020  
Professor of Education  
Head of Education  
Unitec, Auckland, New Zealand



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

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



**Chulalongkorn University**  
RESEARCH AND INNOVATION FOR SOCIETY

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



The University Of Sheffield.

2023 - Education University Hong Kong

2022 – University of Oslo, Norway

2022, 2021, 2020 – Örebro University, Sweden

2022, 2020 and 2019  
Central South University, China,  
Distinguished Visiting Professor

2020 – Mae Fah Luang University, Thailand  
Visiting Professor

2019 – Shanghai Centre for Research in Language Education, Visiting Professor

2019 – Mae Fah Luang University, Thailand  
Visiting Professor

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

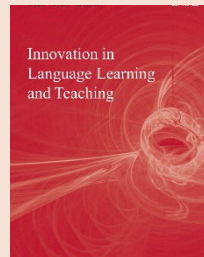
2015 – Mae Fah Luang University, Thailand  
Visiting Professor

2013 - Chulalongkorn University, Thailand  
Visiting Professor



## EDITORIAL DUTIES

- Currently – founding Editor (2007) of Innovation in Language Learning and Teaching, published by Taylor & Francis. SSCI and Scopus, Q1.



- Currently – Associate Editor of Language Learning & Technology.
- 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 RELC Journal.
- Currently – Editorial board member of 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 Educational Sciences.
- Currently – Editorial board member of the Colombian Applied Linguistics Journal.

- Currently – Editorial board member of rEFLections Journal, Thailand.
- Currently – Editorial board member of the International Journal of Research in ELT.
- Currently – Editorial board member of The Asian-Pacific Journal of Second and Foreign Language Education.
- Currently – Editorial board member of AsiaCALL.
- Currently – Editorial board member of JALTCALL Journal, Japan.
- Currently – Editorial board member of Language Testing in Asia.
- Currently – Editorial board member of The International Journal of TESOL & Education.
- Currently – Advisory board member of TEFLIN Journal, Indonesia.
- Currently – Advisory board member of Studies in Self-Access Learning.
- Currently – Advisory board member of the Japan Association for Self-access Learning



## QUALIFICATIONS



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

MA (Applied Linguistics) – 1<sup>st</sup> 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 – Panelist for the New Zealand Ministry of Education's Tertiary Education Committee 6-yearly PBRF research evaluation.



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

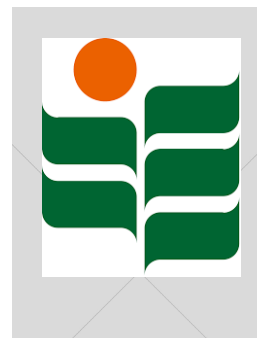
Currently – Reviewer for the Public Policy Research (PPR) Funding Scheme & the Strategic Public Policy Research (SPPR) Funding Scheme of the Central Policy Unit (CPU) of the Hong Kong Special Administrative Region (HKSAR) Government.

Currently – Research Chair, Anaheim University, USA.

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

Currently – Research grantee, Kakenhi Government grant, Japan  
'Measuring engagement'

Currently – external research consultant, Education University of Hong Kong



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

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

Currently – Member of the development team for the PhD program at KUIS, Japan.

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

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

2020-2022 – Board member of PEETO education New Zealand.

2017-2020 – Convenor (with Mark Pegrum) of the AILA Research Network on Mobile Gaming.

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

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.

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.

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.

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

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

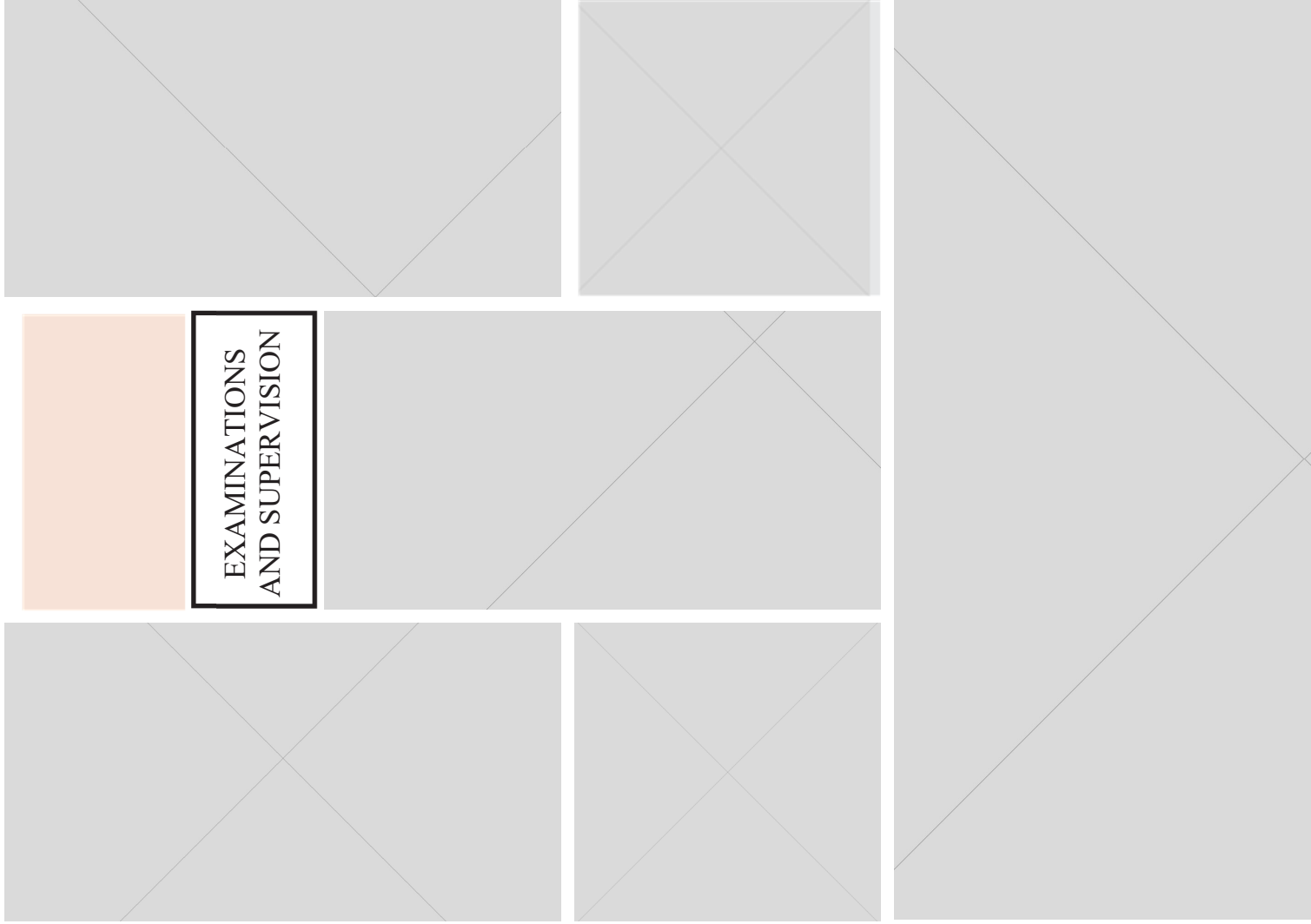
2008 – Editorial board member for 'Language Acquisition Technologies: Web 2.0 Transformation of Learning', by Thomas, M. (Ed.), published by IGI.

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.







**EXAMINATIONS  
AND SUPERVISION**

RECENT STUDENTS  
SUPERVISED

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

Robert Cavanaugh (Ed.D, Anaheim University)

Language Teachers' Self-Regulation of Pedagogical Sources of Stress

Sachiko Nakamura (PhD. KMUTT, Japan)

The antidotes to boredom: a classroom-based study on strategy instruction to enhance boredom regulation for L2 learning

Naoko Nakao (MA Anaheim, Japan)

This is the end! A case study of a Japanese learner's experience and regulation of anxiety

Victor Stone (MA Anaheim, Canada)

Examining Turn Taking Between High-Intermediate Speakers of English in a Conversation Discourse

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

Lou Reddy (MA, Unitec)

Persuasion via Gamification: Mobile Applications for Supporting Positive Behaviour for Learning (PB4L) Pedagogy

Hurimoana Nui Dennis (New Zealand) - Master's thesis 'Aue te Mamae: Exploring Te Paea Memorial Marae's Te Manaaki Tangata Programme, as 'an indigenous response to homelessness in Tamaki Makaurau'

Pratika Singh (New Zealand) - Master's thesis 'Early Childhood Teachers Perspectives of Inclusive Education in New Zealand.'

## RECENT STUDENTS SUPERVISED

Winifred Chukwurah (New Zealand) - Master's thesis 'experiences, symptoms and management related to chronic fatigue syndrome: a small study.'

Reshmin Iata (New Zealand) - Master's thesis 'Enhancing professional Learning: Identifying obstacles and solutions to the successful development of pedagogical skills for teachers in an online distance school'.

Tim Shawcross (New Zealand) – Master's thesis 'Online communities of practice in the secondary music classroom: A tool for increased collaboration and peer to peer learning?'

Tina Swann (New Zealand) - Master's thesis 'Whakatipu iwi nui: Growing great people. An evaluation of Māra Kai and Service-Learning as a culturally responsive approach to teaching in an English-medium mainstream.' school in Aotearoa New Zealand'

Monique Ngatoro (New Zealand) - Master's thesis 'the value of a school base digital learning framework: does it offer the support and guidance needed for teachers of varying digital capabilities?'

Margo Thorpe (New Zealand) - Master's thesis key competencies leading teaching and learning - imagining new possibilities in education.'

Sarah-Jane Khor (New Zealand) - Master's thesis 'Exploring teachers' perceptions on the use of digital devices and the digital technologies curriculum content in diverse decile 1 schools.'

Katrina Hampton (New Zealand) - Master's thesis 'exploring play for learning in a sole charge school through action research.'

Anne Passmore (New Zealand)- Master's thesis 'Multi-level language teaching in a New Zealand secondary school - A practitioner research study'.

Laraine Heaslip (New Zealand)- Master's thesis 'Stories of resilience: supporting youngwomen to thrive at secondary school'.

Jan Garbutt (New Zealand)- Master's thesis 'The landscape of teaching multi-age classes in a New Zealand secondary school'.

Toni-Maree Westcott (New Zealand) - Master's thesis 'Factors that influence the efficacy of Professional Development in Digital Technologies for New Zealand Primary School Teachers'

Sally Ratchford (New Zealand) - Master's thesis 'Investigating drama as a teaching and learning pedagogy.'

Gareth Haddon (New Zealand) - Master's thesis 'Metacognition in a Secondary School: The Development of a Collaborative and Iterative Professional Development Programme.'

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

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

Jiji Kurian (MAP, Unitec)

Personalised learning in a New Zealand secondary school science teaching context

Lynn Christina Grove (MAP, Unitec, associate)

School-leaver work-readiness: the perspectives of students, educators and employers in a rural New Zealand setting

Amy Erenay (EdD, Anaheim University)

The Heritage Language Parent tool.

Henry Foster (EdD), Anaheim University

Bootstrapping autonomy: A student-led action research project

Thomas Kimsey (MA Tesol), Anaheim University

The language learning experiences of older japanese learners: challenges and strategies

PUBLICATIONS

## BOOKS

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

Reinders, H., Navarro, D., Carter, B., & Roberts, N. (Eds.). (2021). *Innovation in language learning and teaching: The case of the Caribbean*. Palgrave Macmillan.

Reinders, H., Ryan, S., & Nakamura, S. (Eds.). (2019). *Innovation in language education: The case of Japan*. Basingstoke: Palgrave Macmillan

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

Reinders, H., Nunan, D., & Zou, B. (Eds.). (2018). *Innovation in Language Education: The Case of China*. Basingstoke: Palgrave Macmillan.

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, M. & Reinders, H. (2003). *Study Skills for Speakers of English as a Second Language*. Basingstoke: Palgrave Macmillan.



## PUBLICATIONS AND OTHER RESEARCH OUTPUTS

### ***PEER-REVIEWED ARTICLES AND CHAPTERS***



Nakamura, S., Phung, L. & Reinders, H. (2021). The effect of learner choice on L2 task engagement. *Studies in Second Language Acquisition* (forthcoming).

Reinders, H. (2020). A framework for learning beyond the classroom. In: Raya, M. & F. Vieira (Eds.), *Autonomy in Language Education: Theory, Research, and Practice*. New York: Routledge (forthcoming).

Reinders, H. & Hays, J. (2021). Creativity and criticality in presencing. In: Gunnlausson, O. & W. Brendel (Eds.), *Advances in Presencing: Volume 2*. Triofoss Business Press.

Reinders, H. & Nakamura, S. (2020). Engagement in language learning and teaching. In: Mercer, S. & T. Gregersen (Eds.), *The Routledge Handbook of Psychology of Language Learning*. New York:

Reinders, H. & Bailey, K. (2020). Assessing and evaluating language learning beyond the classroom. In: P. Winke & T. Brunfaut (Eds.), *The Routledge Handbook of Second Language Acquisition and Language Testing*. New York: Routledge (forthcoming).

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.

Hays, J. & Reinders, H. (2020). Viability of the sustainable development ecosystem. In: Khosrow-Pour, M. (Ed.), *Encyclopedia of Organizational Knowledge, Administration, and Technologies*. Hershey, PA: IGI Global (forthcoming).

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.), *Engagement in the Second Language Classroom*. *Multilingual Matters* (forthcoming).

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. (2020). Teaching research ethics. In: C. Coombe, L. Hiasat, D. Johnson & W. Dastakeer (Eds.), *Activities for the teaching of research skills*. Abu Dhabi: TESOL Arabia Publications (forthcoming).

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

Littlejohn, A. & Reinders, H. (2020). Getting published. In: C. Coombe, N. Anderson, & L. Stephenson (Eds.), *Professionalizing your English language teaching*. New York: Springer (forthcoming).

Reinders, H., & Benson, P. (2020). Learning beyond the classroom. In: H. Mohebbi & C. Coombe (Eds.), *Research Questions in Language Education: A Reference Guide for Teachers*. Cham: Springer (forthcoming).

Jitpaisarnwattana, N., Reinders, H., & Darasawang, P. (2019). Language MOOCs: An expanding field. *Technology in Language Teaching & Learning*, 1(1), 21-32.

Lin, L. & Reinders, H. (2019). Students' and teachers' readiness for autonomy: Beliefs and practices in developing autonomy in the Chinese context. *Asia Pacific Education Review* (forthcoming).

Reinders, H., & Lewis, M. (2019). Preparing for retirement. In: C. Coombe (Ed.), *Professionalizing your English language teaching*. New York: Springer.

Littlejohn, A. & Reinders, H. (2019). Getting published. In: C. Coombe (Ed.), *Professionalizing your English language teaching*. New York: Springer.

Chong, S. W. I., Mynard, J., & Reinders, H. (2019). Learner autonomy search engine & repository (LASER). *Relay Journal*, 2(1), 212-217.

Ryan, S., Nakamura, S., & Reinders, H. (2019). Innovation in Japan: Looking to the Future. In: H. Reinders, S. Ryan & S. Nakamura (Eds.), *Innovation in language teaching: The case of Japan* (pp. 1-8). Basingstoke: Palgrave.

Reinders, H., Nakamura, S. & Ryan, S. (2019). The Scope of Innovation in Japanese Language Education. In: H. Reinders, S. Ryan & S. Nakamura (Eds.), *Innovation in language teaching: The case of Japan* (pp. 283-289). Basingstoke: Palgrave.

Phung, L., Nakamura, S., & Reinders, H. (2019). Learner engagement and subjective responses to tasks in an EFL context. *Applied Linguistics Forum, TESOL International*, March 2019.

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.

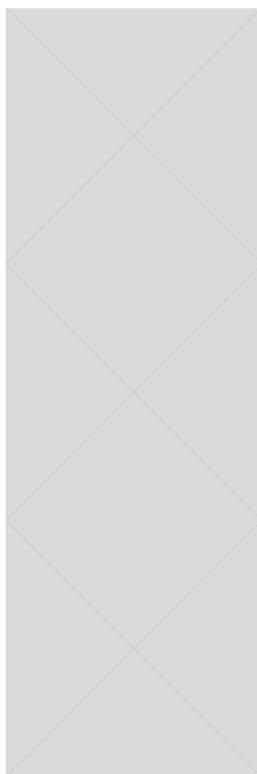
Reinders, H. (2017). Digital games and second language learning. In S. May & S. Thorne (Eds.), *Encyclopedia of language and education* (volume 9: Language, education, and technology) (pp. 1-15). New York: Springer.

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

- 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.
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- 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.
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- 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.
- 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.
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- Reinders, H. (2013). Self-access and independent learning centres. In Chapelle, C. (Ed.), *The encyclopaedia of applied linguistics*. Oxford, UK: Wiley-Blackwell.
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- Reinders, H., Cho, M., & Lewis, M. (2013). Managing affect in online supervision. *New Zealand Studies in Applied Linguistics*, 19(1), 21-34.

## PUBLICATIONS AND OTHER RESEARCH OUTPUTS

- Reinders, H., & Loewen, S. (2013). Autonomy and language learning behavior. 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.
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- 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.
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- 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.
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- Reinders, H., & Lázaro, 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.
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- 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.
- 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).



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- 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.
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- 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.
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- 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.

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- 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.
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- 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.
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- 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.

### Guest Editorship

2022 – Guest editor (with Christine Coombe and Hassan Mohebbi) of the journal *Language Testing in Asia on New Technologies in Language Testing and Assessment*.

2020 – Guest editor of *Language Learning & Technology*. Special issue on 'Big Data and Learning Analytics in Language Education'.

2022 - Guest editor (with Hassan Mohebbi) of the *Asia, Pacific Journal of Second and Foreign Language Education* on 'Technology in the teaching and assessment of writing'.

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

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".

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

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

INVITED (PLENARY AND  
KEYNOTE) PRESENTATIONS

FOR MORE RECENT PRESENTATIONS SEE:  
[WWW.INNOVATIONINTEACHING.ORG](http://WWW.INNOVATIONINTEACHING.ORG)

Reinders, H. 2021. The power of you. Teacher Leadership for sustainable education. Keynote for Cambridge University Press, Cambridge, June 20.

Haga, E. & Reinders, H. 2021. ESL Learners' Emotional Responses to Language Feedback. Psychology of the language learner conference, Cape Breton June 26, Canada.

Nakamura, S., Reinders, H. & Darasawang, P. 2021. The Antecedents of Boredom in L2 Classroom Learning. Psychology of the language learner conference, Cape Breton June 25, Canada.

Reinders, H. 2020. 10 Rules for Encouraging Active Participation and Interaction In and Beyond the Classroom. Keynote at the Cambridge Live Experience, Sept 8.

Reinders, H. 2020. What teachers need to know about language MOOCs. September 28, Education University of Hong Kong.

Reinders, H. 2020. Developing Skills for Active Learning. Keynote at Univeristas Islam Kadiri, Indonesia, Sept 25.

Reinders, H. 2020. Fostering teacher well-being. Keynote at the Korean Association for teachers of English (KATE) conference, July 4, Seoul, Korea.

Reinders, H. 2020. Developing authentic research questions. Public workshop at Kanda University, Tokyo, Japan, May 3.

Reinders, H. 2020. Sustainable language education. Keynote at the Cambridge University Press conference, April 19, Taif, Saudi Arabia.

Reinders, H. 2020. Encouraging learning beyond the classroom. Opening keynote at the Cambridge University Press Better Learning conference, Quito, Ecuador, March 5-6.

Reinders, H. 2020. Educational Data Mining. Invited workshop for Cambridge University Press Better Learning conference, Quito, Ecuador, March 5-6.

Reinders, H. 2020. Learning Analytics in education. Public lecture for Cambridge University Press, Mexico, November 23.

Reinders, H. 2019. Learning Analytics for Language Teachers. Public lecture at UNAM, Mexico, November 22.

Reinders, H. 2019. AR and VR for Language Teaching. Public lecture at UPQ, Queretaro, Mexico, November 21.

Reinders, H. 2019. Learning Beyond the Classroom. Public lecture for Cambridge University Press, Queretaro, Mexico, November 20.

Reinders, H. 2019. 10 Rules for Encouraging Engagement. Public lecture for Cambridge University Press, Monterrey, Mexico, November 19.

## INVITED PRESENTATIONS

Reinders, H. 2019. Value-driven teacher research. Public lecture at Kanda University of International Studies, Tokyo, October.

Reinders, H. 2019. Public lecture for Safir Language Institute, Iran, November 8

Reinders, H. 2019. Public lectures at Kanda Intitute for Foreign Languages, October 27-28, 2019

Reinders, H. 2019. Keynote speech at the Better Learning event at Robinson College, Cambridge University, July 3, 2019.

Reinders, H. 2019. Public lectures at Central South University, Changsha, September 25-30, 2019.

Jitpaisarnwattana, N., Reinders, H., and Darasawang, P. (2019). Socialising and Personalising Language MOOCs: Developing a SPOLC. Presentation given at The XXth International CALL Research Conference (SocialCALL) 2019, Hong Kong.

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

Reinders, H. 2019. Public lectures at Shanghai University of International Studies, June 27-28,

Reinders, H. 2019. Public lecture at Proulex, Guadalajara, Mexico, May 16, 2019.

Hays, J., Pereseina, V., Alshuaibi, A., & Reinders, H. 2019. Conference presentation on 'Viability of the sustainable development ecosystem', paper at the 5 th International Scientific Conference on Knowledge Based Sustainable Development á€“ ERAZ 2019, Budapest, May 23.

Reinders, H. 2019. Public lecture at The Education University of Hong Kong, May 8, 2019.

Reinders, H. 2019. Public lecture at KUIS, Tokyo, May 8 and May 10, 2019

Reinders, H. 2019. Public lecture for the Shanghai Centre for Language Education Research, April 30, Fuxing High School, 2019.

Reinders, H. 2019. Public lecture for the Shanghai Centre for Language Education Research, April 29, Beijao School, 2019.

Reinders, H. 2019. Public lecture on Learner Autonomy in Language Education at KMUTT, Bangkok, April 23, 2019

Reinders, H. 2019. Invited lectures at Mae Fah Luang University, Chiang Rai, April.

Reinders, H. 2019. The internet of things in education. Keynote at the ICIET 2019 conference, University of Aizu, Japan, March 29-31.

Reinders, H. 2019. Keynote at the NTELT 2019 conference, Dubai, March 18.

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

Reinders, H. 2018. Keynote at JALT TBLT, Kyoto, June 23.

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

## INVITED PRESENTATIONS

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.

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.

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.

## INVITED PRESENTATIONS

- 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. Plenary 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.
- 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.

## INVITED PRESENTATIONS

- 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.
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- 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 University, Bangkok, September 13 2013.
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- 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.
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- 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.
- 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.



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## INVITED PRESENTATIONS

- 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.
- 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