PROFESSOR HAYO REINDERS

COMPREHENSIVE ACADEMIC CV

Higher education leadership | Educational innovation | Research into practice

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PROFILE

International higher education leader, educational entrepreneur and scholar whose career connects learning and teaching strategy, academic governance, research leadership and institutional development. Experience spans Australasia, Asia, Europe and North America, with a consistent emphasis on translating educational research into practical, sustainable improvements in learning.

Former Head of Academic / Learner Development at Middlesex University and Professor of Education and Head of Education at Unitec. Senior management experience includes teams of up to approximately 60 staff and budgets of up to approximately NZ$5 million equivalent at each institution (2015 values), with operational decision-making authority within institutional policies and delegations.

Currently Visiting Professor at NIE, Nanyang Technological University, and founder and director of the Institute for Teacher Leadership. Additional leadership includes graduate-school and doctoral-programme direction, research development and longstanding ethics committee chairmanship at Anaheim University. This experience connects educational innovation, educator capability, research–practice partnerships and professional learning.

SCHOLARLY REACH

40+	250+	58	15,407
Books and edited volumes	Scholarly papers and contributions	Google Scholar h-index	Google Scholar citations

Google Scholar snapshot supplied November 2026: h-index 58; 15,407 citations; i10-index 157.

SELECTED LEADERSHIP CONTRIBUTIONS

- **Student success at scale.** Developed a compulsory first-year academic language and numeracy diagnostic initiative for approximately 7,000 students at Middlesex, connected to targeted support and curriculum-based development.
- **Academic governance and quality.** Held programme-quality responsibilities, served on Academic Board and learning-and-teaching committees, contributed to internal and external quality review, and chaired research ethics governance.
- **Programme and enterprise development.** Helped develop master's and doctoral provision, international educational partnerships and commissioned professional learning; founded a profitable institute serving several thousand learners.

The leadership profile is followed by the detailed academic record, including publications, grants, appointments, service, supervision and examination.

INSTITUTIONAL LEADERSHIP

Academic strategy, resources and student success

Head of Academic / Learner Development

Middlesex University, United Kingdom | 2008–2011

Senior university-wide role encompassing learning development, student success, staffing, operational delivery, quality assurance and cross-institutional strategy.

- Led the Learner Development Unit and a coordinated academic development approach across faculties, schools and central services, serving a university community of approximately 35,000 across its international operations.
- Initiated compulsory academic language and numeracy diagnostics for approximately 7,000 first-year students, linking identified learning needs with referral pathways, support and early intervention.
- Developed a learning-adviser model involving approximately 30 academics and more than 100 trained second- and third-year student advisers; worked with departments to embed literacy and numeracy in curricula and assessment.
- Held responsibility for programme quality, staff recruitment and performance, workforce planning, resource allocation and operational budgets within institutional delegations.
- Chaired the Learner Development Steering Group; elected to Academic Board in March 2010. Served on teaching-and-learning, progression-and-achievement, student-experience and learning-resources committees.
- Participated actively in the central International Business Group and contributed to bringing in international projects. Led or contributed to enhancement initiatives associated with over £250,000 in diagnostic-development and research funding.

Professor of Education and Head of Education

Unitec Institute of Technology, New Zealand | 2014–2019

Academic and departmental leadership combining educational strategy, staffing, budgets, programme delivery, research capability and external engagement.

- Directed academic and operational activity, including staff management, resource allocation, programme priorities and performance, with responsibility for a multi-million-dollar financial portfolio within institutional delegations.
- Held programme-level quality assurance responsibilities and contributed to review, evaluation, moderation, progression and improvement planning across undergraduate and postgraduate provision.
- Chaired the departmental research committee and served on faculty academic and learning-and-teaching committees; developed research strategy, staff forums and coaching to strengthen research capability.
- Advanced work-integrated learning through school and employer partnerships, workplace mentoring, associate teachers and online portfolios. Contributed to applied-practice postgraduate redesign and recognition-of-prior-learning approaches, including work with The Mind Lab.

GRADUATE EDUCATION & GOVERNANCE

Doctoral education and academic quality

Director of Research

Anaheim University, United States | 2018–2026

- Supports faculty research development and the quality of the research environment through mentoring in research planning, methodology, dissemination and ethical practice.
- Longstanding service as Chair of the university's Ethics Committee, leading ethical review and contributing to institutional research governance over several years.
- Connects research development with an international online postgraduate education mission, supporting academic colleagues and geographically distributed doctoral researchers.

Dean of the Graduate School; Director of the Doctoral Programme

Anaheim University, United States | 2016–2017

- Provided academic leadership for graduate provision, including certificate, master's and doctoral education, programme delivery, curriculum coherence and student progression.
- Contributed to doctoral programme development and led aspects of its subsequent renewal, including coursework sequencing, research preparation, supervision arrangements and dissertation procedures.
- Worked on comprehensive examination arrangements, research ethics forms and procedures, assessment policies and faculty coordination; used course evaluations and student feedback to identify improvement priorities.
- Coordinated academic colleagues and student support within university policies and delegated academic authority, combining interactive online seminars, independent projects and an international scholarly community.

Senior Professor of TESOL

Anaheim University, United States | 2015–2026

- Undertook graduate teaching, doctoral supervision and curriculum development in research methodology, educational technology, learning and teaching, and TESOL.
- Taught extensively across the doctoral curriculum, including sustained responsibility for dissertation proposal writing and the transition from coursework to independent research.

QUALITY ASSURANCE AND RESEARCH GOVERNANCE

- Programme oversight at Middlesex and Unitec, alongside service on internal and external quality assurance panels and academic governance bodies.
- Master's and doctoral programme approval and research ethics panel service at the Institute of Work-based Learning, Middlesex (2008–2012).
- External monitoring of the PhD programme at King Mongkut's University of Technology Thonburi (2015); New Zealand Performance-Based Research Fund (PBRF) assessment panel service (2018).

ENTERPRISE & INTERNATIONAL ENGAGEMENT

Building programmes, partnerships and capability

Founder and Director

Institute for Teacher Leadership | 2021–present

Independent educational enterprise focused on teacher leadership, research capability, professional learning and sustainable educational innovation.

- Established the educational proposition, operating model and strategic direction; leads programme design, delivery quality, staffing and commercial operations.
- Manages a core team of fewer than ten professionals and coordinates additional facilitators and associates as required; has served several thousand learners through a profitable operating model.
- Develops leadership programmes, professional learning, coaching and institutional research support, connecting evidence with practical changes in educational settings.

INTERNATIONAL PROGRAMME AND PARTNERSHIP DEVELOPMENT

- Unitec: developed international MoUs, commissioned training and collaborative degree/pathway opportunities. Partnership work with Hangzhou Polytechnic led to a signed institutional agreement in September 2015, alongside curriculum, professional-development and exchange planning.
- KMITL, Thailand: developed commissioned professional learning with King Mongkut's Institute of Technology Ladkrabang, including an educational-leadership study programme.
- Middlesex: contributed to central international business development through the International Business Group and cross-campus academic collaboration.
- Unitec: established a Professional Development Network matching organisational and individual capability needs with internal and external expertise; contributed to a Research Voucher Scheme offering subsidised support to small businesses and community organisations.

Visiting Professor

National Institute of Education, Nanyang Technological University, Singapore | 2026–present

- Contributes to educational innovation and research–practice pathways, working with researchers and practising teachers on the translation of evidence into learning and teaching.

Associate Professor

SEAMEO Regional Language Centre, Singapore | 2006–2007

- Developed and delivered teacher education, professional learning and educational technology provision for local and regional educators; contributed to government-funded training and international business development across Southeast Asia.

SCHOLARSHIP & EDUCATIONAL INNOVATION

Research, digital learning and professional practice

Senior Research Principal

Kanda University of International Studies, Japan | 2015–present

- Contributes to educational scholarship, research development and international collaboration, with an emphasis on innovative learning environments and connections between research and practice.

Professor of Applied Linguistics

King Mongkut's University of Technology Thonburi, Thailand | 2006–2026

- Undertook professorial teaching, research, postgraduate and doctoral support and academic mentoring. Developed the "My English" web-based self-study platform, reported in earlier documentation as available to approximately 25,000 students.

Director, English Language Self-Access Centre

University of Auckland, New Zealand | 2000–2006

- Established and directed a learner-centred academic support centre, including staffing, resources, diagnostic pathways, advising and an electronic learning environment designed to develop self-directed learning.
- Introduced a student monitoring and intervention approach; secured or supported externally funded academic-literacy projects for Māori and Pacific students, including awards of NZ$90,000 and NZ$30,000.

RESEARCH AND EDUCATIONAL CONTRIBUTIONS

Research spans teacher leadership; learner autonomy and learning beyond the classroom; digital and AI-supported learning; learning analytics; assessment and feedback; research–practice partnerships; and sustainable educational change. This scholarship informs curriculum design, educator development and institutional implementation.

- Programme innovation includes courses from undergraduate to doctoral level, development of complete master's and doctoral provision, and service as one of four core designers of a proposed professional doctorate at Unitec.
- Current collaborative research includes projects on informal digital learning and speaking development (GRF, HK$601,250); AI-mediated informal learning in less-resourced regions (GRF, HK$645,800); and informal digital learning, willingness to communicate and speaking (SCOLAR, HK$736,900).

SELECTED EDITORIAL LEADERSHIP

- Founding editor, Innovation in Language Learning and Teaching, with Terry Lamb; editor-in-chief, Relay Journal, with Jo Mynard and Satoko Kato.
- Co-editor-in-chief, Language Learning & Technology (2024–2026), with Dorothy Chun; associate-editor and editorial/advisory-board appointments across language education, educational technology and research methodology.

Publication summary: more than 40 authored/edited books and over 250 scholarly papers and contributions. Full bibliographic details are included in the academic record that follows.

ACADEMIC STANDING & QUALIFICATIONS

Service, supervision and academic foundations

SELECTED EXTERNAL SERVICE

- Member of the New Zealand PBRF assessment panel (2018); reviewer for Hong Kong research funding schemes, including SCOLAR and public-policy research schemes.
- Expert Advisory Board, Oxford University Press (2025); earlier membership of its expert panel on technology and motivation (2021).
- Advisory work on the Norwegian government-funded project on starting age and extramural English (2026); expert contribution to the University of Essex initiative on futures of AI in language teaching and learning (2026).
- Co-founder of the Independent Learning Association; convenor of international research networks and conferences supporting learner autonomy, digital learning and educational scholarship.

RESEARCH SUPERVISION AND EXAMINATION

Experience supervising master's and doctoral research, chairing doctoral committees and externally examining postgraduate work across Australasia, Asia and Europe. Mentoring connects research design, ethical practice, publication and professional impact.

External doctoral examination appointments include the Universities of Hong Kong, Auckland, Adelaide, Wollongong and Waikato; Monash, Macquarie, Massey, Edith Cowan and South Australia; and the Education University of Hong Kong. Additional external supervision/examination includes Örebro University.

SELECTED INTERNATIONAL VISITING APPOINTMENTS

University of Hong Kong (2025); Education University of Hong Kong (2023); University of Oslo (2022); Central South University (2020, 2022); University of Central Lancashire (Distinguished Visiting Professor, 2016); Chulalongkorn University (2013); and additional appointments across Asia and Europe.

EDUCATION AND QUALIFICATIONS

2005	PhD, Applied Language Studies and Linguistics, University of Auckland. Recipient of a three-year Top Achiever Doctoral Award.
2000	Master's degree (Honours), Applied Linguistics, University of Groningen. Finalist, Dutch AILA (Anela) thesis prize.
1995–1998	BA (Honours), Applied Linguistics, University of Groningen.
1994–1999	BA, Languages and Cultures of the Middle East, University of Groningen; specialisation included Arabic language acquisition, Dutch language acquisition by Arabic speakers and civil society.

PROFESSIONAL FOCUS

Academic leadership that combines educational quality, research credibility and practical delivery: developing people, programmes and partnerships that sustain improvement beyond an individual innovation project.

COMPLETE ACADEMIC RECORD

International appointments and professional contributions

Full record of visiting appointments, advisory service, qualifications, grants, editorial work, publications and postgraduate research contributions.

International Visiting Appointments

2025	Visiting Professor, University of Hong Kong.
2023	Visiting Professor, Education University of Hong Kong.
2022	Visiting Professor, University of Oslo.
2022	Visiting Professor, Central South University, Changsha, China.
2020	Visiting Professor, Central South University, Changsha, China.
2020	Visiting 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.
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.
2005	Visiting professor at Meiji University, Tokyo, Japan.
2004	Visiting professor at KMUTT University, Bangkok, Thailand.
2004	Visiting scholar at the University of Sheffield, United Kingdom.

Academic Leadership, Advisory and Consultancy Roles

Current	Chair of the Ethics Committee, Anaheim University, USA.
2022–2026	Advisor on the TESOL Infographics project.
2026	Advisory Board member of the Norwegian government-funded project 'starting age and extramural English'.
2026	Expert on “Envisioning the Futures of Artificial Intelligence in Language Teaching and Learning”, University of Essex.
2025	Expert Advisory Board, Oxford University Press.
2018–2021	Convenor, with Mark Pegrum, AILA Research Network on Mobile Learning.
2021	External Research Consultant, Education University of Hong Kong, on the LMOOC project.
2021	External Educational Expert, Central South University, Changsha.
2021	Member of the Expert Panel on Technology and Motivation, Oxford University Press.
2019	Member of the Routledge Experts Panel for Education Arena.
2018–2019	Editorial Advisory Board member for the ‘Encyclopedia of Organizational Knowledge, Administration and Technologies’, edited by Jan Travers, IGI Publishers.
2014–2017	Convenor, with Alice Chik, AILA Research Network on Digital Gaming.
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	Editorial Advisory Board member for ‘Multiculturalism & Technology-Enhanced Language Learning’, by Tafazoli & Romero: IGI Global.
2011–2014	Convenor, with Glenn Stockwell, AILA Research Network for Technology and the Language Learner.

2009–2011 Committee service at Middlesex University: Teaching and Learning, International Business Group, Progression and Achievement, Senior Learning Resources Management, and Student Experience. Elected to the Academic Board in March 2010; chaired the Learner Development Steering Group.

2011 University of Calgary in Doha; curricular innovation consultant.

2003–2010 Coordinator of the Learner Autonomy Project Inventory.

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

2004–2008 Executive committee member, Pacific Association for Computer-Assisted Language Learning; New Zealand Chapter President.

2006–2007 Educational technology consultant for KMUTT University, Bangkok, Thailand.

2002–2003 Convenor of the Independent Learning Conference, Melbourne.

2002 Co-founder of the Independent Learning Association.

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.

Education and Qualifications

2005 PhD University of Auckland, Department of Applied Language Studies & Linguistics. Recipient of a Top Achiever Doctoral Award from the Foundation for Science, Research and Technology for a period of 3 years.

2000 Master's degree (Honours) in Applied Linguistics from the University of Groningen. Finalist of the Dutch AILA (Anela) thesis prize.

1999 Arabic language and culture study, University of Damascus, Syria..

1996 Scholarship to Study in Cairo at the Dutch Institute for Arabic and Archeological Studies, Egypt.

1995–1998 BA degree (Honours) in Applied Linguistics from the University of Groningen.

1994–1999 BA degree in Languages and Cultures of the Middle East at the University of Groningen. First language Arabic, second language Hebrew. Specialisation: Arabic language acquisition, Dutch language acquisition by Arabic speakers, Civil Society.

1993 Italian Language and Culture in Siena, Italy at the 'Università per Stranieri'. Italian language advanced levels, Italian 19th century poetry, Renaissance art, Italian phonology, Italian art history.

Current Research Projects and Grants

General Research Fund (GRF) (#18605024): Effect of Informal Digital Learning of English (IDLE) on Speaking Proficiency, via Anxiety, Enjoyment, and Willingness to Communicate. HK$ 601,250 (US$ 77,000).

General Research Fund (GRF) (#18609425): Enhancing speaking skills in less resourced regions: AI-mediated Informal Digital Learning of English (AI-IDLE). HK$ 645,800 (US$ 82,300).

Standing Committee on Language Education and Research (SCOLAR) (#1047-2050-8080-9020-00049): Integrating Informal Digital Learning of English (IDLE) in improving EFL learners' willingness to communicate and speaking. HK$ 736,900 (US$ 94,200).

Editorial Leadership and Journal Appointments

Current Founding editor of Innovation in Language Learning and Teaching, Taylor & Francis, with Terry Lamb.

2024–2026 editor-in-chief of Language Learning & Technology, with Dorothy Chun.

Current Editor-in-Chief of Relay Journal, with Jo Mynard and Satoko Kato.

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

Current Associate Editor of Language Teaching Research Quarterly.

Current	Editorial board member of Metacognition and Learning.
Current	Editorial board member of Research Synthesis in Applied Linguistics.
Current	Editorial board member of Studies in Second Language Teacher Education.
Current	Editorial board member of Applied Language Sciences
Current	Editorial board member of Digital Applied Linguistics.
Current	Editorial board member of the St Andrews Journal of International and Language Education (STILE).
Current	Editorial board member of RELC Journal.
Current	Editorial board member of Education Sciences.
Current	Editorial board member of Studies in Educational Management.
Current	Editorial board member of The Asian-Pacific Journal of Second and Foreign Language Education, (Springer).
Current	Editorial board member of AsiaCALL Online Journal.
Current	Editorial board member of JALTCALL Journal, Japan.
Current	Editorial board member of Language Testing in Asia, (Springer).
Current	Editorial board member of The International Journal of TESOL & Education.
Current	Editorial board member of the Journal of English Education and Technology.
Current	Editorial board member of the Eurasian Journal of Applied Linguistics.
Current	Editorial board member of the Journal of Virtual and Personal Learning Environments.
Current	Editorial board member of rEFLections Journal, Thailand.
Current	Editorial board member of the International Journal of Research in ELT.
Current	Editorial board member of the AsiaTEFL Book Series.
Current	Editorial board member of Forum for Linguistic Studies.
Current	Editorial board member of the International Journal of Modern Languages And Applied Linguistics (IJMAL).
Current	Advisory board member of Studies in Self-Access Learning.
Current	Advisory board member of JASAL (Japan Association for Self-Access Learning).
2004–2008	Co-editor, refereed PacCALL Journal.

PUBLICATIONS

Books, articles and scholarly contributions

Forthcoming and under-review work is listed separately from published books, journal articles and other scholarly contributions.

Position papers

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

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., Dudeney, G., & Lamb, M. (2022). Using technology to motivate learners. Oxford University Press.

Guest-Edited Special Issues

2027 Guest editor (with Ali Derakhshanh), Journal of Multilingualism. Special issue on 'Multilingual learners' psycho-affective traits in the age of AI' (forthcoming).

2025 Guest editor (with Kathi Bailey), Second Language Teacher Education. Special issue on 'Language teacher leadership development'.

2020 Guest editor (with Yuyu Lan), Language Learning & Technology. Special issue on 'Big Data and learning analytics in language education'.

2020 Guest editor (with Hassan Mohebbi), the Asian-Pacific Journal of Second and Foreign Language Education. Special issue on 'Technology in the teaching and assessment of writing'.

2020 Guest editor (with Christine Coombe and Hassan Mohebbi), 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), 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", volume 19.

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

2010 Guest editor, JALTCALL Journal. Special issue on 'CALL and the Learner'.

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

Forthcoming books and edited volumes

Reinders, H. & Godwin-Jones, R. (2027). AI and Transformative Technology in Language Learning. Oxford University Press (forthcoming).

Reinders, H. & Zadorozhnyy, A. (2027). Learner Autonomy. Cambridge Elements. Cambridge University Press (forthcoming).

Benson, P. & Reinders, H. (2027). Teaching and researching autonomy (third, revised edition). Routledge (forthcoming).

Sundqvist, P., Sylven, L. & Reinders, H. (Eds.) (2027). Innovation in language learning and teaching: The case of the Nordics. Palgrave Macmillan (forthcoming).

Zadorozhnyy, A., Smagulova, J. & Reinders, H. (Eds.) (2027). Innovation in language learning and teaching: The case of Kazakhstan. Palgrave Macmillan (forthcoming).

Zou, M. & Reinders, H. (Eds.), (2027). Generative artificial intelligence and informal digital learning of English. Palgrave Macmillan (forthcoming).

Books and edited volumes

Chong, S-W., Reinders, H. & Liu, Q. (Eds.), (2026). Research-practice partnership in language education. Palgrave Macmillan.

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

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

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.

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.

Lázaro, 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.

Manuscripts under review

Hays, J., Reinders, H. & Ortega, N. (2026). Problems with problem-solving: An ecosystem model of problem- solving skills development and implications for the Sustainable Development Goals. Under review. Preprint: https://www.preprints.org/manuscript/202609.2694

Forthcoming articles and chapters

Derakhshanh, A. & Reinders, H. (2027). Multilingual learners' psycho-affective traits in the age of AI. Journal of Multilingualism, (forthcoming).

Zou, M., Reinders, H., Wang, W. & Guan, P. (2027). Assessing the effects of GenAI feedback practices on multilingual learners writing enjoyment and writing growth mindset: A longitudinal intervention study. Journal of Multilingualism, (forthcoming).

Kukulska-Hulme, A., Reinders, H. & Liu, M. (2027). Conversational AI in language learning. In: Ilich, P. (Ed.), Springer handbook AI and education, (forthcoming).

Zou, M. & Reinders, H. (2026). Can incorporating GenAI chatbots into L2 writing instruction promote student agency and writing performance? Insights from a mixed-methods quasi-experimental study. CALL Journal, (forthcoming).

Reinders, H. (2026). Technology and autonomy. In: L. Liontas (Ed.), The TESOL encyclopedia of English language teaching. Wiley (forthcoming).

Reinders, H. & Sundqvist, P. (2026). Technology beyond the classroom and instructed second language acquisition. In: S. Loewen & M. Sato (Eds.), The Handbook of instructed second language acquisition. Routledge (forthcoming).

Reinders, H. & Zadorozhnyy, A. (2026). The dark matter of language learning: The case of space and time. In A. Al-Hoorie & T. Gregersen (Eds.), The motivation of uncertainty, Applied Linguistics Press (forthcoming).

Zou, M., Reinders, H. & Akhter, S. (2026). Learning beyond the classroom in Bangladesh: The roles of growth mindset and enjoyment in generative AI-mediated Informal Digital Learning of English (GenAI-IDLE). In: A. Rahimi, A. Gimeno-Sanz, A. & A. Sevilla-Pavon (Eds.), Toward artificial intelligence-assisted language learning: From theory to practice. Routledge, (forthcoming).

Journal articles

Reinders, H. (2026). From learner autonomy to hybrid autonomy: A research agenda. Artificial Intelligence in Language Education, 2, 104233. https://doi.org/10.29140/aile.2026.104233

Reinders, H. (2026). From self-regulated to hybrid-regulated learning: Reframing regulation in the age of AI. Digital Studies in Language and Literature. https://doi.org/10.1515/dsll-2026-0043

Zou, M. & Reinders, H. & Amjad, F. (2025). Understanding the potential role of genAI-mediated informal digital learning of English in the Global South: AI literacy, emotions, and willingness to communicate, ReCALL, 38 (1):131-149. doi:10.1017/S0958344025100360 https://doi.org/10.1017/S0958344025100360.

Reinders, H., Chong, S-W. & Liu, Q. (2025). Conceptualisations of and research on language teacher leadership: A scoping review. TESOL Journal, 16. https://onlinelibrary.wiley.com/doi/10.1002/tesj.70007.

Reinders, H. & Bailey, K. (2025). Teacher education for language teacher leadership. Second Language Teacher Education, 3 (2), 115-126.

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SERVICE & POSTGRADUATE RESEARCH

Academic service, supervision and examination

Academic Service and Professional Contributions

Current	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.
Current	Reviewer for Standing Committee on Language Education and Research (SCOLAR) of Hong Kong Special Administrative Region (HKSAR) Government.
Current	Member of 1EdTech.
Current	Member-at-large of the JALT Learner Development SIG.
Current	Member of Teachers without Borders.
Current	Member, Language, Literacy and Digital Education group, University of Central Lancashire, UK.
2024	Host of the Launchpad Tech Innovation awards, organsied by the Flagstaff Centre University of Hawaii.
2023	Host of the Launchpad Tech Innovation awards, organsied by the Flagstaff Centre University of Hawaii.
2021	Member of the Award Committees for the Education Sciences Best Paper Awards.
2021	Programme Committee Reviewers for the 2021 International Conference on Computers in Education ICCE, Thailand, November.
2021	Scientific Committee member for the Fourth National and the First International Conference on Pedagogical Content Knowledge (PCK) in TEFL, Iran.
2020	invited member of Gamlit, Games and Literacy, group.
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), Iran.
2019	Member of the scientific committee of the International Conference on Education, Psychology, and Behavioral Science (EPBS-2019), Istanbul, 25-26 October.
2018	PBRF panelist, Tertiary Education Committee, New Zealand.
2017	Member of the honorary scientific committee of the International Conference on New Trends in English Language Teaching and Testing (www.NTELT.com), Dubai August 24, 2017.
2017	Member of the scientific committee of the 1st Conference on Practical and Pedagogical Issues in English Language Teaching and Learning" which will be held by Islamic Azad University, Urmia Branch, in Urmia, Iran, August 26-27.
2015	External monitor of the PhD programme, King Mongkut's University of Technology Thonburi, Thailand.
2008–2012	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	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.
2002–2007	Member of the Languages Support Taskforce, University of Auckland.
2004	Member of the organising committee for the inaugural conference of the Pacific Association for Computer-Assisted Language Learning conference, December 1-3, 2004.
2002–2003	Member of the Diagnostic English Language Needs Assessment reference group at the University of Auckland.

External examinations and supervision

2023	External examiner, Melbourne University, Australia.
2022	External supervisor/examiner, Örebro University, Sweden.

2021 External doctoral examiner, Edith Cowan University, Australia.

2021 External doctoral examiner, Hong Kong University, China.

2021 External supervisor/examiner, Örebro University, Sweden.

2020 External supervisor/examiner, Örebro University, Sweden.

2016 PhD Examiner for Waikato University.

2015 PhD Examiner for the University of Auckland.

2014 PhD examiner for Massey University, Palmerston North

2013 PhD examiner for Macquarie University, Sydney

2012 PhD examiner for Monash University, Melbourne

2007 PhD examiner for the University of South Australia.

Research Supervision and Examination

Ongoing doctoral supervision

Nanako Saito

Jill Bessette

Yukari Kimura

Anu Sidhu

Suzanne Chaves

Completed doctoral supervision

Robert Cavanaugh — Language Teachers' Self-Regulation of Pedagogical Sources of Stress

Henry Foster — Bootstrapping Autonomy: A Student-Led Action Research Project

Cinthya Olivares Garita — The Process of Integrating Critical Pedagogy and Reflexivity into the EFL Curriculum: The Case of Southern Costa Rica

Nadia Hoover — Perceptions of and Barriers to Professional Development of K–12 Teachers

Joseph Klipp — The Effect of Different Types of Computer-Assisted Corrective Feedback on L2 Learners' Pragmatic Learning Performance

Glenn Magee — From Prompting to Pedagogical Design: Supporting Critical Engagement with Generative AI in L2 Academic Writing (2026).

Kei Miyazaki — A Needs Analysis of Japanese Secondary School EFL Teachers' Assessment Literacy

Sachiko Nakamura — The Antidotes to Boredom: A Classroom-Based Study on Strategy Instruction to Enhance Boredom Regulation for L2 Learning

Naoko Sano Nakao — Foreign language anxiety and learning beyond the classroom, 2025.

Kelly Schroeder — Language Teaching at a Time of Crisis: Where Do Teachers Turn?

Amanda Wallace — Effects of Peer Mentoring on EIL Students’ Willingness to Communicate

Azusa Yamamoto — Japanese University Students' Engagement in Extensive Listening Beyond the Classroom and Teacher Practices

Completed master’s supervision

Nathan Calvert — Future Ready: Developing a Collective Understanding of a School Tagline (Unitec, New Zealand).

Winifred Chukwurah — Experiences, Symptoms and Management Related to Chronic Fatigue Syndrome: A Small Study

Deborah Hay — The Practice of Changing Pedagogy: One Teacher's Experience in Implementing Portfolios

Reshmin Lata — Enhancing Professional Learning: Identifying Obstacles and Solutions to the Successful Development of Pedagogical Skills for Teachers in an Online Distance School

Kat Liu-Asumoa — Disruptive Evolution: A Case Study of How One School Develops Its Innovative Learning Environment

Jim Luders — Engagement of Māori Students

Naoko Nakao — This Is the End! A Case Study of a Japanese Learner's Experience and Regulation of Anxiety

Monique Ngatoro — The Value of a School-Based Digital Learning Framework: Does It Offer the Support and Guidance Needed for Teachers of Varying Digital Capabilities?

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

Tim Shawcross — Online Communities of Practice in the Secondary Music Classroom: A Tool for Increased Collaboration and Peer-to-Peer Learning?

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

Tina Swann — 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

Margo Thorpe — Key Competencies Leading Teaching and Learning: Imagining New Possibilities in Education

Vatsana Vongsila — Willingness to Communicate in an ESL Classroom

Doctoral committee chairing

2025	Catherine Moore
2025	Alexis Henao
2025	Jane Kim
2024	Jenny Alexandra Tovar
2024	Naoya Shibata
2023	Yukiko Oki
2023	Britt Marlowe
2023	Tom Court
2023	James Broadbridge
2021	Khalid Ibrahim
2020	Randi Freeman
2020	Anthony (Tony) Vernon
2019	Michael Greisemer
2019	Sumita Dore
2019	Charles Conrad
2018	Bradford Lee
2017	Linh Phung

Named external examination appointments

2026	External examiner, doctoral, Education University of Hong Kong, Yao Huijie.
2026	External examiner, doctoral, University of Hong Kong, Yu Rong.
2025	External examiner, doctoral, University of Wollongong, Australia, Yuki Ogawa.
2025	External examiner, doctoral, Education University of Hong Kong, Shi Yaqing.
2023	External examiner, doctoral, Monash University, Australia, Seyed Ali Siyoof Jahromi.
2021	External examiner, doctoral, University of Hong Kong, Zhang Shuting.

2021 External examiner, doctoral, Edith Cowan University, Australia, Diem Thi Ngoc Hoang.
2019 External examiner, doctoral, University of Adelaide, Australia, Ha Tran.
2019 External examiner, master's, University of Canterbury, New Zealand, Delena Costello.
2016 External examiner, doctoral, University of Waikato, New Zealand, Mangasa Aritonang.
2016 Examiner, master's, Anaheim University, USA, Randon Sommars.
2015 External examiner, doctoral, University of Auckland, New Zealand, Jiraporn Yiamkhamnua.
2014 External examiner, doctoral, Massey University, New Zealand, Hong-Anh Pham.
2013 External examiner, doctoral, Macquarie University, Australia, Susann Schuster.
2012 External examiner, doctoral, Monash University, Australia, Worawoot Tutwisoot.
2007 External examiner, doctoral, University of South Australia, Deborah Morrison.