

CURRICULUM VITAE

AUSTIN PACK

Assistant Professor of English Language Teaching and Learning

Faculty of Education and Social Work
Brigham Young University-Hawaii
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-Education-

- PhD English (Applied Linguistics)** *July, 2021*
University of Liverpool
Dissertation: *Dynamics of Learners' Emergent Motivational Disposition: The Case of EAP Learners at a Transnational English-Medium University*
- Postgraduate Certificate in Teaching and Supporting Learning in Higher Education (with merit)** *February 2020*
Xi'an Jiaotong-Liverpool University
- M.A. TESOL (Teaching English to Speakers of Other Languages)** *June 2013*
Brigham Young University
Thesis: *Understanding Chinese language and culture: A guidebook for teachers of English in China*
- Certificate in Teaching English to Speakers of Other Languages** *April 2012*
Brigham Young University
- B.A. Chinese (with a minor in Sociology)** *April 2011*
Brigham Young University

-Professional Experience-

- Brigham Young University Hawaii** *September 2021- Present*
Laie, Hawaii
Assistant Professor
English Language Teaching and Learning
Faculty of Education and Social Work
- Xi'an Jiaotong-Liverpool University (XJTLU)** *June 2017 – October 2020*
School of Languages
Suzhou, China
Senior Lecturer
Virtual Reality Language Learning Lab Manager & Founder
IT Officer (Educational technology training for language teachers)
- United States of America Department of State** *August 2016 – June 2017*
English Language Programs
Shanghai, China

Revised 2-05-2026

Shantou University
Shantou, China
Lecturer

August 2014 – June 2016

Oakland University
Rochester Hills, Michigan
Special Lecturer

August 2013 – July 2014

Brigham Young University
Provo, Utah
English Teacher, Modern Greek Teacher (MTC)

August 2008 – May 2013

-Research Interests-

Generative artificial intelligence
Language pedagogy
Computer assisted language learning
The psychology of language learning
L2 motivation
Complex dynamic systems
Virtual reality learning environments

-Publications-

Peer-Reviewed Journal Articles (33)

- [J33] **Pack, A.**, Carter, S., Barrett, A., Escalante, J., Wolfersberger, M. (2026). An exploratory evaluation of GPT-4's consistency as an English essay rater: A Many-Facet Rasch Model analysis of AI versus human rating patterns. *International Journal of TESOL Studies*, 2560213, 1-22. <https://doi.org/10.58304/ijts.2560213>
- [J32] Li, J., Guan, Y., **Pack, A.**, Jia, W., Xia, W., Wang, B. (2026). The influence of online peer review on EFL learners' cohesion and coherence in narrative writing. *Journal of China Computer-Assisted Language Learning*. <https://doi.org/10.1515/jccall-2025-0028>
- [J31] Hartshorn, K. J., & **Pack, A.** (2026). The effects of artificial intelligence-based dynamic written corrective feedback on second language writing and user sentiment. *RELC Journal*. <https://doi.org/10.1177/00336882251405498>
- [J30] **Pack, A.**, Hartshorn, K. J., Escalante, J., & Gillette, N. (2025). How well can GenAI (GPT-4) provide written corrective feedback on English-language learners' writing? *International Journal of English for Academic Purposes: Research and Practice*, 5(1), 7-26. <https://doi.org/10.3828/ijeap.2025.2>
- [J29] **Pack, A.**, Barrett, A., & Escalante, J. (2024). Large language models and automated essay scoring of English language learner writing: Insights into validity and reliability. *Computers and Education: Artificial Intelligence*, 6. <https://doi.org/10.1016/j.caeai.2024.100234>
- [J28] **Pack, A.**, & Maloney, J. (2024). Using artificial intelligence in TESOL: Some ethical and pedagogical considerations. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3320>

- [J27] Wen, J., Zhang, L., **Pack, A.**, Guan, Y., & Bin, Z. (2024). Digital game-based learning's effectiveness on EFL learners' receptive and productive vocabulary knowledge. *Language Learning & Technology* 28(1), 1-21. <https://hdl.handle.net/10125/73554>
- [J26] **Pack, A.** (2023). L2 students' behavioral intention to use motivation journals: Insights from PLS-SEM analysis. *International Journal of English for Academic Purposes*, 3(2), 159-170. <https://doi.org/10.3828/ijeap.2023.9>
- [J25] Escalante, J., **Pack, A.**, & Barrett, A. (2023). AI-generated feedback on writing: Insights into efficacy and ENL student preference. *International Journal of Educational Technology in Higher Education*, 20. <https://doi.org/10.1186/s41239-023-00425-2>
- [J24] **Pack, A.** (2023). A review of the AI feedback generating website "EAP Talk". *CALL-EJ*, 24(3), 252-258. <https://caliej.org/index.php/journal/article/view/55>
- [J23] **Pack, A.**, & Maloney, J. (2023). Using generative artificial intelligence for language education research: Insights from using OpenAI's ChatGPT. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3253>
- [J22] **Pack, A.**, & Maloney, J. (2023). Potential affordances of generative AI in language education: Demonstrations and an evaluative framework. *Teaching English with Technology*, 23(2), 4-24. <https://doi.org/10.56297/BUKA4060/VRRO1747>
- [J21] **Pack, A.**, & Escalante, E. (2023). Traveling while black. *TESOL Journal*, 14(3), e719. <https://doi.org/10.1002/tesj.719>
- [J20] Wen, J., **Pack, A.**, Guan, Y., Zhang, L., & Zou, B. (2023). The influence of game-based learning media on academic English vocabulary learning in the EFL context. *Computer Assisted Language Learning*, 38(5-6), 1341-365. <https://doi.org/10.1080/09588221.2023.2276800>
- [J19] Barret, A., & **Pack, A.** (2023). Not quite eye to A.I.: Student and teacher perspectives on the appropriate use of generative artificial intelligence in the writing process. *International Journal of Educational Technology in Higher Education*, 20. <https://doi.org/10.1186/s41239-023-00427-0>
- [J18] Kiss, T., & **Pack, A.** (2023). A dynamic network analysis of an L2 motivation system: The role of central relational links. *Journal for the Psychology of Language Learning*, 5(1), 1-20. <https://doi.org/10.52598/jpll/5/1/1>
- [J17] Carlson, M., **Pack, A.**, & Escalante, J. (2023). Utilizing OpenAI's GPT-4 for written feedback. *TESOL Journal*, e759. <https://doi.org/10.1002/tesj.759>
- [J16] Ingley, S. J., & **Pack, A.** (2023). Leveraging AI tools to develop the writer rather than the writing. *Trends in Ecology and Evolution*, 38(9), 785-787. <https://doi.org/10.1016/j.tree.2023.05.007>
- [J15] Barrett, A., **Pack, A.**, Monteiro, D., Wang, L. & Liang, H.-N. (2023). Exploring the influence of audience familiarity on speaker anxiety and performance in virtual reality and real-life presentation contexts. *Behavior & Information Technology*. <https://doi.org/10.1080/0144929X.2023.2186145>

- [J14] Montiero, D., Wang, A., Wang, L., Li, H., Barrett, A., **Pack, A.**, & Liang, H-N., (2023). Effect of audience familiarity on anxiety in a virtual reality presentation training tool. *Universal Access in the Information Society*. <https://doi.org/10.1007/s10209-023-00985-0>
- [J13] **Pack, A.**, & Kiss, T. (2022). A visual model of L2 motivation as a complex dynamic system. *ELT Journal*, ccac037, 1-12. <https://doi.org/10.1093/elt/ccac037>
- [J12] Kiss, T., & **Pack, A.** (2022). A network analysis of L2 motivational factors: Structure, connectivity, and central relational links. motivational factors in language learning. *TESOL Quarterly*, 57(2), 537-565. <https://doi.org/10.1002/tesq.3166>
- [J11] **Pack, A.**, Kiss, T., Barrett, A., & Chen, C. (2021). Towards a non-dichotomous view of motivators and demotivators in language learning. *International Journal of Applied Linguistics*, 32(1), 94-107. <https://doi.org/10.1111/ijal.12397>
- [J10] **Pack, A.** (2021). Making marking manageable and other tips using the split-screen function. *English Teaching Forum*. https://americanenglish.state.gov/files/ae/etf_teaching_techniques_online-508.pdf
- [J9] **Pack, A.** (2021). An investigation of the motivational profile of EAP learners at a transnational education English Medium Instruction university. *Journal for the Psychology of Language Learning*, 3(1), 107-114. <https://doi.org/10.52598/jpll/3/1/6>
- [J8] Barrett, A., **Pack, A.**, & Quaid, E. (2021). Understanding learners' acceptance of high-immersion virtual reality systems: Insights from confirmatory and exploratory PLS-SEM analyses. *Computers and Education*, 169, 1-17. <https://doi.org/10.1016/j.compedu.2021.104214>
- [J7] **Pack, A.**, & Barrett, A. (2021). A review of Virtual Reality and English for Academic Purposes: Understanding where to start. *International Journal of Computer Assisted Language Learning and Teaching*, 11(1), 72-80. <https://doi.org/10.4018/IJCALLT.2021010105>
- [J6] Barrett, A., **Pack, A.**, Guo, Y., & Wang, N. (2020). Learner acceptance of multi-user virtual reality learning environments for Chinese language education. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2020.1855209>
- [J5] **Pack, A.** & Newbould, S. (2020). Reddit: Leveraging the front page of the internet as an English learning tool. *TESL Reporter*, 53(1 & 2), 78-82.
- [J4] **Pack, A.**, Barrett, A., Hai-Ning, L., & Monteiro, D. (2020). University EAP students' perceptions of using a prototype virtual reality learning environment to learn writing structure. *International Journal of Computer Assisted Language Learning and Teaching*, 10(1), 27-46. <https://doi.org/10.4018/IJCALLT.2020010103>
- [J3] Newbould, S., & **Pack, A.** (2018). Report on the 38th Thailand TESOL International Conference. *English Teaching in China*, 10, 16-17.
- [J2] **Pack, A.**, & Newbould, S. (2018). Using game playability as a framework for professional development in language teaching. *TESL Reporter*, 51(1), 1-22.
- [J1] **Pack, A.** (2018). Teacher introduction activity for improving rapport and critical thinking. *English Teaching Forum*, 56(4), 34-36.

Journal Articles (not peer-reviewed, 1)

Pack, A. (2019). Teaching academic essay structure: Easy as 1-2-3. *TESL Reporter*, 52(1), 99-104.

- [C2] Barrett, A., & **Pack, A.** (2022). The state of extended reality technologies in language education and research. In B. Zou, M. Thomas, D. Barr, & W. Jia (Eds.), *Emerging concepts in technology-enhanced language teaching and learning* (pp. 16-41). IGI Global. <https://www.igi-global.com/chapter/the-state-of-extended-reality-technologies-in-language-education-and-research/297717>
- [C1] **Pack, A.** (2019). Phonetics and phonology. In C. Chen, & G. Morris (Eds.), *How language works: A brief introduction to linguistics*. London: Macmillan Red Globe Press.

Books (1)

- [B1] **Pack, A.** (2013). *Understanding Chinese language and culture: A guidebook for teachers of English in China*. <https://scholarsarchive.byu.edu/etd/3607/>

Peer-Reviewed Conference Papers (1)

- Quaid, E., **Pack, A.**, Barrett, A., & Zhou, Li. (2020). Students' intention to use high-immersion virtual reality systems for learning paragraph structure: A PLS-SEM exploratory study. In Frederiksen, K.-M., Larsen, S., Bradley, L. & Thouësny, S. (Eds), *CALL for widening participation: short papers from EUROCALL 2020* (pp. 291-297). doi: 10.14705/rpnet.2020.48.1203

Doctoral Dissertation (1)

- Pack, A.** (2021). *Dynamics of learners' emergent motivational disposition: The case of EAP learners at a transnational English-medium university* (Doctoral Dissertation). University of Liverpool. <https://livrepository.liverpool.ac.uk/view/doctype/thesis/2021.html>.

-Invited Presentations (4)-

- [IP 5] **Pack, A.** (2026). *A principled approach to AI use and student self-regulated language learning*. Hawaii Pacific University, Honolulu, in person.
- [IP 4] **Pack, A.** (2025). *Designing personalized language learning experiences through the use of generative AI tools*. University of California, Berkeley, Found in Translation (FIT) Working Group, virtual.
- [IP3] **Pack, A.** (2025). *AI in applied linguistics: Using ChatGPT in the language classroom*. American Association for Applied Linguistics (AAAL) Professional Development Workshop Series, virtual.
- [IP2] **Pack, A.** (2025). *GenAI & Language Education*. Generative AI and Academic Practice: A Hybrid Workshop. Applied Linguistics and Artificial Intelligence Research Laboratory at the Université Moulay-Ismaïl, virtual.
- [IP1] **Pack, A.** (2025). *Working smarter, not harder: Applying SLA theory to AI use in language education*. The Center for Educational Resources in Culture, Language and Literacy (CERCLL) at The University of Arizona, virtual.

-Conference Presentations (41)-

- [P41] **Pack, A.**, Brown, B., Saengchai, S., Escalante, J. (2026). *Promoting student wellbeing through custom AI chatbots and positive psychology*. Thailand TESOL 2026, Bangkok, Thailand.

- [P40] Saengchai, S., Brown, B., Pack, A., Escalante, J. (2026). *Celebrating mistakes: Building resiliency with AI*. Thailand TESOL 2026, Bangkok, Thailand.
- [P39] **Pack, A.** (2025). *The art of the prompt: Mastering prompt engineering for ChatGPT and GenAI*. EUROCALL 2025, Università Cattolica del Sacro Cuore, Milan, Italy.
- [P38] **Pack, A.** (2025). *What are custom GPTs? Should you use them in ESL/EFL classes?* Hawaii TESOL 2025. Brigham Young University-Hawaii, Laie, Hawaii.
- [P37] Escalante, J., **Pack, A.**, & Gillette, N. (2024). *Master the Art of Prompt Engineering ChatGPT and GenAI*. JALT International Conference 2024, Shizuoka, Japan.
- [P36] **Pack, A.**, Escalante, J., & Gillette, N. (2024). *AI generated written corrective feedback, is it any good?* JALT International Conference 2024, Shizuoka, Japan.
- [P35] **Pack, A.**, & Escalante, J. (2024). *Mastering the basics of prompt engineering (ChatGPT)*. NAFSA HIPAC District 2024 Spring Conference, Hawai'i Tokai International College, Kapolei, Hawaii.
- [P34] **Pack, A.**, Escalante, J., Carlson, M., & Barrett, A. (2024). *Using generative AI (ChatGPT) to generate written feedback*. Thailand TESOL 2024, Chiang Mai, Thailand.
- [P33] Escalante, J., **Pack, A.**, Carlson, M., & Barrett, A. (2024). *Insights into the effectiveness of AI-generated writing feedback and English language learner student preferences*. Thailand TESOL 2024, Chiang Mai, Thailand.
- [P32] **Pack, A.**, Escalante J., Carlson, M., & Barrett, A. (2023). *How reliably can large language models use a holistic rubric to place English language learners based on writing?* Artificial Intelligence Research in Applied Linguistics (AIRiAL) 2023, New York City, New York.
- [P31] Escalante, J., **Pack, A.**, Carlson, M., & Barrett, A. (2023). *Exploring English language learners' preferences and of AI and human generated written corrective feedback*. Artificial Intelligence Research in Applied Linguistics (AIRiAL) 2023, New York City, New York.
- [P30] **Pack, A.**, Escalante, J., Wan, H.C., & Browne, M. (2023). *Student perceptions of using VR film for extracurricular learning opportunities*. TESOL 2023 International Convention & English Language Expo. Portland, Oregon.
- [P29] Maloney, J., & **Pack, A.** (2023). *The use of AI and chatbots in the TESOL field*. Hawaii TESOL 2023. Laie, Hawaii.
- [P28] **Pack, A.**, Wan H.C., Yi Hang Ho., & Browne, M. (2023). *Understanding student opinions of using VR film for language learning*. Hawaii TESOL 2023, Laie, Hawaii.
- [P27] **Pack, A.** (2022). *'Sorry, it's not you, it's me': Motivational dynamics in an EMI university context*. Psychology of Language Learning Conference 2022 (Virtual).
- [P26] Barrett, A., **Pack, A.**, Guo, Y., & Wang, N. (2022). *Investigating the new wave of technology: Language learners' acceptance of VR technology for learning Chinese characters*. Psychology of Language Learning 4 (PLL4). Sydney, Canada & virtual.
- [P25] **Pack, A.**, & Cheng, S. S. (2022). *Vocabulary learning via Reddit and Instagram: Autonomy, agency, and authenticity*. Hawaii TESOL 2022 (Virtual).

- [P24] **Pack, A.,** Quaid, E., & Barrett, A. (2022). *Is virtual reality a good fit for TESOL? Insights from ELLs*. TESOL 2022 International Convention & English Language Expo (Virtual).
- [P23] **Pack, A.,** Quaid, E., & Barrett, A. (2021). *Evaluating VR system use for continuing support in university academic writing centres: An experiential approach*. EAP Education and Practice: Supporting Students' Academic, Cultural and Emotional Needs conference. Institute of Education, University College, London, UK.
- [P22] **Pack, A.,** Barrett, A., Quaid, E. & Zhou, L. (2020). *Technology acceptance model application for high-immersion virtual reality learning environments*. JALT 2020 46th Annual International Conference.
- [P21] **Pack, A.,** Quaid, E., Barrett, A. & Zhou, L. (2020). *Learner acceptance of a virtual reality learning environment for learning paragraph writing structure*. EuroCALL 2020 Online Conference.
- [P20] **Pack, A.,** & Barrett, A. (2020). *Using virtual reality to learn Chinese characters*. Professional Development Symposium, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P19] **Pack, A.** (2019). *Motivational dynamics of Y1 EAP learners at XJTLU (paper presentation)*. Postgraduate Research Week, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P18] **Pack, A.** (2019). *Motivational dynamics of Y1 EAP learners at XJTLU (poster presentation)*. Postgraduate Research Week, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P17] **Pack, A.** (2019). *The case for complexity in researching motivational dynamics in language learning: Understanding demotivation and remotivation of first year EAP learners at a TNE EMI university*. SCOLAR '19 Suzhou Colloquium on Language Arts Research "Criticality, creativity, and complexity", Suzhou, China.
- [P16] **Pack, A.** (2019). *Leveraging ICE workshops and group submission boxes for formative and summative assessments*. Professional Development Symposium, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P15] **Pack, A.,** & Newbould, S. (2019). *Utilizing Reddit for English language learners: Autonomy, agency, and authenticity*. ICCTAR 2019 (International Conference on Creative Teaching, Assessment and Research in the English Language), Melaka, Malaysia.
- [P14] **Pack, A.,** & Barret, A. (2019). *Exploring virtual reality learning environments for the teaching and learning of English writing structure*. XJTLU Annual Learning and Teaching Colloquium, Suzhou, China.
- [P13] **Pack, A.,** & Barrett, A. (2019). *Virtual reality learning environments as pedagogical tools for English for Academic Purposes*. BALEAP Conference: Innovation, Exploration and Transformation, Leeds, U.K.
- [P12] **Pack, A.,** & Barrett, A. (2019). *Painting in a virtual world: How virtual reality can supplement the teaching and learning of EAP*. BALEAP Conference: Innovation, Exploration and Transformation, Leeds, U.K.
- [P11] **Pack, A.,** & Barrett, A. (2019). *How to use the Virtual Reality Language Learning Lab to teach academic writing structure*. JALT: Kyoto x MAVR, Kyoto, Japan.

- [P10] **Pack, A.,** Liang, H.-N., & Barrett, A. (2018). *Investigating the use of virtual reality technologies to support the learning of academic English essay writing*. GloCALL 2018 Conference & 15th China CALL Conference, Suzhou, China.
- [P9] **Pack, A.,** Newbould, S., Beneteau, A., & Harvey, C. (2018). *Utilizing Reddit to promote student competency and use of English websites*. Professional Development Symposium, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P8] **Pack, A.,** & Newbould, S. (2018). *Becoming a better teacher: using game playability and self-reflection to know how you can improve as a language teacher*. 14th CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia.
- [P7] **Pack, A.,** & Newbould, S. (2018). *Game playability and self-reflection: a new interdisciplinary approach to reflective improvement*. 38th Thailand TESOL International Conference, Chiangmai, Thailand.
- [P6] **Pack, A.,** & Newbould, S. (2018). *Using playability as a framework for self-reflection*. Professional Development Symposium, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P5] **Pack, A.** & Newbould, S. (2017). *Using playability as a framework for self-reflection*. Professional Development Symposium, Xi'an Jiaotong-Liverpool University, Suzhou, China.
- [P4] **Pack, A.** (2017). *Teaching vocabulary: A bore no more!* 13th Annual CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia.
- [P3] **Pack, A.** (2015). *Interest sections: What are they? (Representing TESOL's Intercultural Communication interest section)*. TESOL 2015 International Convention & English Language Expo, Toronto, Canada.
- [P2] **Pack, A.** (2014). *Helping native English speaking teachers in China bridge cultural and linguistic canyons*. TESOL 2014 International Convention & English Language Expo, Portland, Oregon.
- [P1] **Pack, A.** (2013). *Helping Western English teacher be familiar with Chinese student culture*. Intermountain-TESOL, Provo, Utah.

-Teacher Training and Professional Development Workshops (12)-

- [PD12] **Pack, A.,** (2025). *Assessment and AI*. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.
- [PD11] **Pack, A.,** Solis, L., Escalante, J., Springer, A., & Maloney, J. (2024). *How to use AI in your classroom (a series of 5 workshops)*. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.
- [PD10] **Pack, A.,** & Escalante J. (2023). *A practical exploration of how generative AI can enhance English language education*. HITESOL 2023 Practical Workshop, virtual **Pack, A.** (2023). *Developing and maintaining a research agenda at BYU-Hawaii*. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.
- [PD9] **Pack, A.** (2023). *Using generative AI to help create rubrics*. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.

- [PD8] **Pack, A., & Escalante, J. (2023).** Unlocking ChatGPT's potential for providing automatic feedback on student writing. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.
- [PD7] **Pack, A., & Maloney, J. (2023).** Using ChatGPT to scaffold learning: Potentials and pitfalls. Edward D. Smith Center for Learning & Teaching, Laie, Hawaii.
- [PD6] **Pack, A. (2017).** Intercultural communication: Improving your ability to communicate with Westerners, part 3. Shanghai American Center, United States Shanghai Consulate, Shanghai, China.
- [PD5] **Pack, A. (2017).** Intercultural communication: Improving your ability to communicate with Westerners, part 2. Shanghai American Center, United States Shanghai Consulate, Shanghai, China.
- [PD4] **Pack, A. (2017).** Intercultural communication: Improving your ability to communicate with Westerners, part 1. Shanghai American Center, United States Shanghai Consulate, Shanghai, China.
- [PD3] **Pack, A. (2016).** Communicative activities to teach vocabulary learning skills. Beijing American Center, United States Beijing Embassy, Beijing, China.
- [PD2] **Pack, A. (2016).** Helping our students meet Western universities' academic writing standards. Beijing American Center, United States Beijing Embassy, Beijing, China.
- [PD1] **Pack, A. (2016).** Introduction to academic writing. Shanghai Normal University, Shanghai, China.

-Honors, Awards, and Fellowships-

Most Innovative Teaching Practice Award (Best of University)

Xi'an Jiaotong-Liverpool University, Suzhou, China, received 2020

Honorary Educator Award

Suzhou City Government, Suzhou, China, received 2020

Honorary Educator Award

Suzhou City Department of Education, Suzhou, China, received 2020

Best PhD Presentation Award (Best of University)

Xi'an Jiaotong-Liverpool University, Suzhou, China, received 2019

Best PhD Presentation Award (Best of Humanities and Social Sciences)

Xi'an Jiaotong-Liverpool University, Suzhou, China, received 2019

Excellent Poster Award (Humanities and Social Sciences)

Xi'an Jiaotong-Liverpool University, Suzhou, China, received 2019

Fellowship

U.K. Higher Education Academy, received 2020

Fellowship

U.S. Department of State English Language Programs, received 2016

Dean's List & Tuition Scholarship

Brigham Young University, received 2005

Eagle Scout Award

Boy Scouts of America

-Editorial Activities-

Review Board Member (2022-Present)

- *International Journal of Computer Assisted Language Learning and Teaching*

Chief Copy Editor (2017-2018)

- *English Teaching in China*

Ad Hoc Reviewer:

- *Computers and Education*
- *Computers and Education: Artificial Intelligence*
- *EUROCALL*
- *Frontiers in Psychology*
- *International Journal of Computer Assisted Language Learning and Teaching*
- *International Journal of English for Academic Purposes: Research and Practice*
- *International Journal of Human-Computer Interaction*
- *International Journal of TESOL Studies*
- *Journal of Second Language Writing*
- *RELC Journal*
- *Research Methods in Applied Linguistics*
- *System*
- *TESOL Quarterly*
- *TESOL Journal*

-Courses Taught-

Brigham Young University-Hawaii

LING 210 Introduction to Linguistics

TESOL 310 TESOL Principles and Methods

TESOL 405 Technology Assisted Language Instruction

TESOL 426 Teaching Grammar

TESOL 490 TESOL Senior Seminar

EIL 313 Academic English 1: Listening/Speaking

EIL 317 Academic English 1: Reading/Writing

Xi'an Jiaotong-Liverpool University

English for Academic Purposes Year 1

Introduction to Second Language Acquisition

Transition to University and Beyond

Shanghai Normal University

American Culture and Literature

Oral English and Intercultural Communication for Graduate Students

Oral English and Intercultural Communication for Undergraduate Students

Public Speaking

Survey of English-Speaking Countries

Pack, Austin
Shantou University
 Study Abroad Preparation
 English for Academic Purposes/Intercultural Communication

Oakland University
 English for Academic Purposes: Reading
 English for Academic Purposes: Writing
 General English
 Language and Culture
 The Humanity of Language (Introduction to Linguistics)

Brigham Young University English Language Center
 English Listening and Speaking
 Community Outreach English (advanced)

Brigham Young University MTC
 Modern Greek

- Linguistic Competencies -

Linguistic Competencies

- Modern Greek intermediate - (CEFR B2)
- Mandarin Chinese intermediate - (CEFR B2)
- Spanish beginner (CEFR A2)

- Professional Associations -

Professional affiliations

- Member, TESOL International Association
- Member, Hawaii TESOL