

Brian V. Rusk

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Education

University of Alberta, PhD Linguistics 2021

Dissertation Title: *How Does Learning L2-English in an Immersion Context Compare to Learning in a Majority-Language Context? Comparing Adolescent L1Mandarin Speakers in Taiwan to Peers in Western Canada*

Supervisor: Prof. Johanne Paradis

Supervisory committee: Prof. Juhani Järvikivi

Prof. Elena Nicoladis

University of New England, MA Applied Linguistics, High Distinction 2013

Thesis Title: *Variable Acquisition of English Finite Verb Marking by Early Second Language Learners*

Supervisor: Dr. Inés Antón-Méndez

University College of the Fraser Valley, BA English Literature 1998

Awards & Funding

SSHRC Doctoral Fellowship 2016 - 2018 \$60,000 CAD

President's Doctoral Prize of Distinction 2016 - 2018 \$21,000 CAD

Alberta Graduate Excellence Scholarship 2020 \$12,000 CAD

University of Macau Multi-Year Research Grant:

MYRG-GRG2023-00112-FED: 2023

PI: Prof. Barry Lee Reynolds Project based on RAP research proposal

Project Title: *Building an L2 on L1 and L2 knowledge: Are developmental sequences key to efficient grammatical learning?*

Peer Reviewed Publications

Ren, N., Reynolds, B. L., & Rusk, B. V. (2025). Virtual companionship or flesh and blood: The effects of study-with-me (SWM) videos on learners' intrinsic motivation, perceived pressure, and performance. *Computers & Education*, 228, 105243. <https://doi.org/10.1016/j.compedu.2025.105243> [SSCI; IF = 8.9; Q1]

- Rusk, B. V., & Paradis, J. (2024). The impact of out-of-school L2 input and interaction on adolescent classroom immersion and community-L2 learners' L2 vocabulary: Opportunities for interaction are key. *International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2023-0167> [SSCI; IF = 1.4; Q2]
- Paradis, J., Sorenson Duncan, T., Thomlinson, S., & Rusk, B. (2022). Does the use of complex sentences differentiate between bilinguals with and without DLD? Evidence from conversation and narrative tasks. *Frontiers in Education*. 6, 804088. [ESCI; IF = 1.9; Q2]
- Rusk, B. V., Paradis, J., & Järvikivi, J. (2020). Comprehension of English plural-singular marking by Mandarin-L1, early L2-immersion learners. *Applied Psycholinguistics*, 41(3), 547–577. <https://doi.org/10.1017/S0142716420000089> [SSCI; IF = 2.4; Q1]
- Soto-Corominas, A., Paradis, J., Rusk, B. V., Marinova-Todd, S., & Zhang, X. (2020). Oral language profiles of English second language learners in adolescence: Cognitive and input factors influence how they compare to their monolingual peers. *Studies in Second Language Acquisition*, 42(4), 697–720. <https://doi.org/10.1017/S0272263119000767> [SSCI; IF = 4.2; Q1]
- Paradis, J., Rusk, B., Sorenson Duncan, T., & Govindarajan, K. (2017). Children's second language acquisition of English complex syntax: The role of age, input and cognitive factors. *Annual Review of Applied Linguistics*, 37, 148–167. <https://doi.org/10.1017/S0267190517000022> [SSCI; IF = 2.8; Q1]

Papers Under Review or in Submission

- Rusk, B. V. & Reynolds, B. L., (Under Review). L1-Chinese English learners' comprehension and processing of English number marking are mediated by quantifiers and contextual information: An eye-tracking study *Journal of Memory and Language*
- *Reynolds, B. L., Rusk, B. V., Song, T. J. & Wang, C. (Submitted). Processing and incidental L2 word learning while reading repeated and diverse contexts: An eye-tracking study, *TESOL Quarterly* *[Corresponding Author]
- Shi, J. X., Reynolds, B. L., & Rusk, B. V., (Second Review). Incidental learning of English derivational noun suffixes through reading: An eye-tracking study. *Applied Psycholinguistics*
- Bai, X. K., Reynolds, B. L., & Rusk, B. V., (Under Review). The effects of task type and word processing on incidental vocabulary learning: An eye-tracking extension study of Hill & Laufer (2003). *Language Teaching Research*
- Reynolds, B. L., Wong, I. K., Rusk, B. V., Du, Y. F., & Shadiev, R. (Under Review). Watching vs. playing: Comparing the effects of digital game viewership and gameplay on incidental vocabulary learning. *Language Learning & Technology*
- Yang, W. S., Reynolds, B. L., & Rusk, B. V., (Submitted). The Effect of Task-Induced Involvement on EFL Primary School Students' Vocabulary Learning and Retention. *Language Teaching Research*

Papers in Preparation

- Rusk, B. V. & Reynolds, B. L., (In Prep.). Individual differences in L2 morphosyntactic processing predict L1-Chinese speakers' production accuracy for English bound morphology, Target Journal: *International Journal of Bilingualism*

- Rusk, B. V., & Paradis, J. (In Prep.). Grammaticality judgments across early L2 learning contexts: Comparing classroom and community immersion, Target Journal: *Applied Psycholinguistics*
- Rusk, B. V., Paradis, J., & Soto-Corominas, A, (In Prep.). Morphosyntactic abilities of early L2 learners in adolescence and young adulthood: Convergence with monolinguals and role of vocabulary size, Target Journal: *Applied Psycholinguistics*
- Huang, M. J., Reynolds, B. L., & Rusk, B. V., (In Prep.). L1 Chinese processing of L2 English binominal expressions: A replication of Sonbul (2022), Target Journal: *Studies in Second Language Acquisition*

Presentations & Posters

- Rusk, B. V. & Reynolds, B. L. (2025, June - Upcoming). How Target-like are L1-Chinese EFL Learners' Count Nouns? Evidence from Eye-Tracking. Vocab@Maryland.
- Reynolds, B. L. & Rusk, B. V. (2025, June - Upcoming). Incidental L2 word learning from reading repeated or diverse contexts: Eye-tracking shows processing and familiarization. Vocab@Maryland.
- Reynolds, B. L., Rusk, B., Song, T., & Wang, C. (2023, December). Incidental Word Learning from Reading Repeated and Diverse Contexts. Vocab@Vic.
- Rusk, B. V., Paradis, J., & Soto-Corominas, A. (2019, July) Morphosyntactic abilities of early L2 learners in adolescence and young adulthood: Convergence with monolinguals and role of vocabulary size *International Symposium on Bilingualism 2019 (ISB12)*, Edmonton AB.
- Rusk, B. V., Paradis, J., & Järvikivi, J. (2019, June) Middle-school language immersion learners' comprehension of plural-singular marking: Acquisition across a typologically distinct language pairing [Poster] *2019 CLA Meeting, Congress of the Humanities and Social Sciences*, Vancouver, BC.
- Rusk, B., & Paradis, J. (2017, October). Differences between ESL, EFL and monolinguals: A developmental retrospective grammaticality judgment task study. *Alberta Conference on Linguistics*, Edmonton, AB.
- Rusk, B. V. (2017, September). How are they now? Early second language learners' grammaticality judgments in adulthood. *Bilingual Acquisition Symposium in Edmonton*, Edmonton, AB.
- Rusk, B. V. (2017, February). Influence of a classifier L1 on processing of number marking in an L2. *(Dis)Connections*. Edmonton, AB.
- Paradis, J., Rusk, B., Sorenson Duncan, T., & Govindarajan, K. (2016, July). English L2 children's acquisition of complex sentences: The role of age, input and cognitive factors. *Young Language Learners Symposium*, Oxford.
- Rusk, B. (2014, February) Benefiting from EFL immersion: Are youth and native input sufficient conditions for target language convergence? *The International TESOL Conference*, Kainan University, Taoyuan, Taiwan.

Research and Technical Skills

Psycholinguistic Experimental Methods:

Experience with designing and programming eye-tracking experiments using SR-Research software with EyeLink eye-trackers, as well as, experience using E-Prime and OpenSesame to create experiments including grammaticality judgment tasks, sentence repetition tasks, serial reaction time tasks or picture decision tasks

Statistical Analysis:

Ability to use R statistical software for data visualizations and a range of statistical analyses including generalized additive mixed models for time-series data, as well as, linear mixed models for multivariate analysis

Reproducible Research:

Ability to use the markdown language in R to produce dynamic documents that integrate analyses with the write-up text making analyses easily reproducible

Online (Internet-Based) Data Collection:

Implementing online data collection through use of open-source experimental design tools and the JATOS platform.

Language Skills:

English: Native proficiency

Mandarin: Upper intermediate oral and intermediate reading proficiency

Additional Proficiencies:

Knowledge of the Python programming language, Git version control, and document creation in either \LaTeX or Word formats

Teaching Experience

University of Macau

Principle Instructor -

Education 7705: Language and Linguistics	Winter 2025
Education 1006: Second Language Learning Theories and ELT	Fall 2023; Fall 2024
Education 1024: Introduction to English Language Teaching	Winter 2024
Education 2022: Teaching Reading & Writing	Fall 2023

University of Alberta

Principle Instructor -

Psychology 423: Development of Bilingualism	Online - Fall 2021
Psychology 405 X01: Psychology of Bilingualism	Online - Fall 2020
Linguistics 101: Introduction to Linguistics	Winter 2020
Linguistics 204: English Syntax	Winter 2019
Linguistics 319: Child Language Acquisition	Fall 2017; Spring 2019; Fall 2019

Da-Yeh University

Principle Instructor - Undergraduate L2-English classes

Taught a range of four-skills English classes	Fall 2021 & Spring 2022
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Stanley English, Taichung

IELTS Instruction -

International English Language Testing System instruction	Summer 2022
Qualified as an IELTS speaking examiner	July 2022

Data/Software Carpentry Workshops, Edmonton

Assistant Instructor - Helped to introduce Git and R software	July, 2017 & Nov, 2017
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EPL Open Data Day Hackathon, Edmonton

Workshop Leader - Introduced R statistical software	March, 2017
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Beth's Academy, Taipei

English Immersion Teacher - Taught first grade	2003 - 2014
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EJ Canada College, Vancouver

ESL Instructor - Taught primarily university-aged adults	2001 - 2003
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David's English Center, Taipei

ESL Instructor - Taught primarily working adults and corporate classes	1999 - 2001
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Service

Digital Scholars of the University of Alberta

Co-president 2015 - 2017

Linguistics Graduate Student Association

Secretary 2016 - 2018

Graduate Student Association

Linguistics department representative 2014 - 2015

References

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Macau SAR, China

Prof. Johanne Paradis jparadis@ualberta.ca Phone: (780) 492-0805
Dept. of Linguistics, University of Alberta, 4-57 Assiniboia Hall, 9137 116 St NW, Edmonton
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Prof. Juhani Järvikivi jarvikivi@ualberta.ca Phone: (780) 492-5697
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Prof. Elena Nicoladis elena.nicoladis@ubc.ca Phone: (250) 807-8461
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