Brian V. Rusk

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Research Focus

My research investigates second language acquisition using experimental psycholinguistic methods, including eye-tracking, with a focus on morphosyntactic development. This work specifically examines Chinese-speaking learners of English as a foreign language, investigating how individuals differ in their processing of L2 grammatical markers while listening or reading. The next phase of my research will be a longitudinal investigation tracing how early L2 processing strategies shape long-term learning trajectories and literacy development.

Current Position

Research Assistant Professor 2023 - Present
Faculty of Education, University of Macau

Education

PhD, Linguistics 2021
University of Alberta, Edmonton, Canada
Supervisor: Prof. Johanne Paradis

MA, Applied Linguistics (High Distinction) 2013
University of New England, Armidale, Australia

BA, English Literature 1998
University College of the Fraser Valley, Abbotsford, Canada

Grants, Awards and Honours

University of Macau Multi-Year Research Grant:

Project Title:	*Building an L2 on L1 and L2 knowledge: Are developmental sequences key to efficient grammatical learning?*
MYRG-GRG2023-00112-FED:	2023 - 2025 $239,000 MOP
Project based on my research proposal	PI: Prof. Barry Lee Reynolds
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

Publications

Peer-Reviewed Journal Articles

Rusk, B. V., Paradis, J., Marinova-Todd, S., & Zhang, X. (accepted). Morphosyntactic knowledge across early L2 learning contexts: Comparing classroom immersion to majority-L2 learners. *Canadian Modern Language Review*.

Reynolds, B. L., Bai, X. K., & Rusk, B. V. (2026). Enhancing general and academic L2 writing complexity through dialogue journal writing: The role of learners' motivational beliefs. *TESOL Quarterly*. https://doi.org/10.1002/tesq.70080

Bai, X. K., Reynolds, B. L., & Rusk, B. V. (2026). The effects of task type and word processing on incidental vocabulary learning: An eye-tracking extension of Hill & Laufer (2003). *Language Teaching Research*. https://doi.org/10.1177/13621688261416373

Shi, J., Reynolds, B. L., & Rusk, B. V. (2025). Incidental learning of English derivational noun suffixes through reading: An eye-tracking study. *Applied Psycholinguistics*, *46*, e24. https://doi.org/10.1017/S0142716425100131

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

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

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. https://doi.org/10.3389/feduc.2021.804088

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

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

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

Book Chapters

Rusk, B. V. (2025). Second language acquisition of syntax. In *Elsevier's encyclopedia of literature and linguistics*. https://doi.org/10.1016/B978-0-323-95504-1.01207-2

Conference Presentations

Rusk, B. V. (2026, November). *Beyond reading speed: What can eye movements tell us about L2 readers' morphosyntactic proficiency?* Towards a Digital Reading and AI Consortium (DRAIC) Inaugural Workshop, University of Macau, Macau SAR, China.

Rusk, B. V., & Reynolds, B. L. (2026, September). *Which grammatical abilities predict vocabulary knowledge? Evidence from L1-Chinese EFL learners*. JALT Vocabulary SIG Symposium, Kyushu Sangyo University, Fukuoka, Japan.

Rusk, B. V., & Reynolds, B. L. (2026, June). *Not all comprehension is equal: Cue reliance during comprehension predicts production of English plural marking in L1-Chinese learners*. Greater Bay PERL (Platform for Experimental Research in Language) Third Meeting, The Hong Kong Polytechnic University, Hong Kong, China.

Rusk, B. V., & Reynolds, B. L. (2026, May). *Acquiring L2 grammatical morphology: Can LLMs help? RAISE roundtable panel presentation and discussion*. 2026 Hong Kong International Forum on Language Aptitude, PolyU West Kowloon Campus, Hong Kong, China. (Panelist)

Rusk, B. V. (2025, August). *Eye-tracking in SLA research*. International TESOL Union Conference, Hang Seng University of Hong Kong, Hong Kong, China.

Rusk, B. V. (2025, August). *Investigating L2 morphosyntactic knowledge and processing using eye-tracking*. International TESOL Union Conference, Hang Seng University of Hong Kong, Hong Kong, China.

Reynolds, B. L., & Rusk, B. V. (2025, July). *Incidental L2 word learning from reading repeated or diverse contexts: Eye-tracking shows processing and familiarization*. Vocab@Maryland, University of Maryland, College Park, MD.

Rusk, B. V., & Reynolds, B. L. (2024, September). *Like in L1 processing, visual context modulates processing of L2 morphosyntax*. The 5th Macau Symposium on Cognitive and Brain Sciences, University of Macau, Macau SAR, China.

Reynolds, B. L., Rusk, B., Song, T., & Wang, C. (2023, December). *Incidental word learning from reading repeated and diverse contexts*. Vocab@Vic, Victoria University, Wellington, New Zealand.

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). *From a classifier language to English: Do EFL classrooms benefit acquisition of English number marking?* (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, UK.

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.

Academic Teaching Experience

University of Macau

Instructor 2023 - Present

- Education 7705: Language and Linguistics (Winter 2025; Fall 2025, 2026)
- Education 1006: Language Learning Theories and ELT (Fall 2023, 2024, 2025)
- Education 1024: Introduction to English Language Teaching (Winter 2024)
- Education 2022: Teaching Reading & Writing (Fall 2023)

University of Alberta

Instructor 2017 - 2021

- Psychology 423: Development of Bilingualism (Online, Fall 2021)
- Psychology 405: 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, Taiwan

Lecturer 2021 - 2022

- Taught undergraduate L2-English courses (Fall 2021, Spring 2022)

Graduate Student Supervision

Eight master's students co-supervised with Prof. Barry Lee Reynolds, University of Macau. Projects include research investigating the impact of AI-generated voices on incidental L2 vocabulary learning using eye-tracking methodology, incidental L2 vocabulary while reading, incidental L2 acquisition during digital game play, and implementing webcam eye-tracking using WebGazer.

Previous Work Experience

English language instructor, various institutions, Taiwan and Canada, 1999–2014

Research and Technical Skills

Psycholinguistic & Experimental Methods:

- **Eye-Tracking:** Proficient in designing and programming visual-world and reading experiments using SR Research EyeLink systems and software. Exploring use of webcam eye-tracking with WebGazer.
- **Experimental Design & Programming:** Skilled in creating controlled laboratory experiments (e.g., grammaticality judgment, picture-decision, sentence repetition, serial reaction time tasks) using E-Prime and OpenSesame.
- **Web-Based Experimentation:** Experienced in building and deploying online behavioural and psycholinguistic studies using OSWeb, enabling remote, large-scale data collection.

Statistical Analysis & Programming:

- **Statistical Modeling:** Advanced use of R for statistical analysis, including Linear Mixed-Effects Models (LMMs), Generalized Additive Mixed Models (GAMMs) for time-series data, and data visualization.
- **Reproducible Research:** Proficient in creating dynamic, reproducible documents and analyses using R Markdown.
- **General Programming:** Working knowledge of Python and Git version control.

Professional Development

University Teaching Certificate Feb. 15, 2020
Centre for the Enhancement of Teaching and Learning,
The University of Hong Kong (via Coursera)

Languages:

- **English:** Native proficiency.
- **Mandarin:** Intermediate oral proficiency; pre-intermediate reading proficiency.

Service

Peer Reviewer

- *Bilingualism: Language and Cognition* (2 reviews)
- *Frontiers in Psychology* (2 reviews)
- *Applied Psycholinguistics* (1 review)
- *TESOL Communications* (1 review)

Workshop Leadership

Data/Software Carpentry Workshops, Edmonton
Assistant Instructor: Introduced Git and R software July 2017, November 2017

EPL Open Data Day Hackathon, Edmonton
Workshop Leader: Introduced R statistical software March 2017

References

References available upon request.