

## Vita V. Kogan

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Department of Languages and Culture  
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### EDUCATION

- 2020      **Ph.D. in Cognitive Science and Language / Applied linguistics**  
University of Barcelona, Spain  
Committee: Valerie Hazan (UCL), Susanne Reiterer (University of Vienna), Natàlia Fullana (University of Barcelona)
- 2016      **M.Sc. in Psychology of Language**  
University of Edinburgh, UK  
Supervisor: Antonella Sorace
- 2012      **M.A. in Teaching a Foreign Language**  
Middlebury Institute of International Studies at Monterey, USA  
Supervisor: Anna Vassilieva

### ACADEMIC APPOINTMENTS

- 2022-      **Lecturer in Russian as a Second Language**  
School of Slavonic & Eastern European Studies  
University College London, UK
- 2021-2022      **Lecturer in English Linguistics**  
Department of Linguistics  
School of Languages, Linguistics & Film  
Queen Mary University of London, UK
- 2020-2021      **Lecturer in English Linguistics**  
School of English Language and Linguistics  
University of Kent, UK
- 2011-2015      **Assistant Professor in Russian as a Second Language**  
European and Latin American School  
Defense Language Institute  
Department of Defense, USA
- 2011      **Graduate Teaching Assistant: TESOL**  
Graduate School of Translation, Interpretation, and Language Education  
Middlebury Institute of International Studies, USA

## **LANGUAGE TEACHING**

- 2021-2021     **Language Instructor**  
Project GO virtual study abroad program  
University of Pittsburgh, USA
- 2020           **Freelance Curriculum Designer**  
English for Russian speakers A1/A2 course  
[\*Duolingo\*](#)
- 2017-2019     **Language Program Coordinator & Lead Instructor**  
Summer Intensive Language Programs  
Middlebury Institute of International Studies, USA
- 2017-2019     **Lead Instructor**  
Language immersion programs  
Language Training Center for Department of Defense Personnel  
Concordia College, USA
- 2016-          **Founder & Educational Game Developer**  
*L2 English [\*LinguaPolis New York\*](#)*  
*L2 Russian [\*LinguaPolis Moscow\*](#)*  
*L2 Esperanto [\*LinguaPolis Esperanto\*](#)*
- 2011-2015     **Language Instructor**  
Custom Language Services  
Middlebury Institute of International Studies, USA

## **AWARDS & GRANTS**

- 2022           Nomination for the Student Choice Awards for Inspiring Teaching Delivery, UCL, UK.
- 2021           Esperanto Association of Britain Research Grant, UK (£500).
- 2021           Esperantic Studies Foundation Research Grant, USA (\$500).
- 2015           Commandant's Coin for Teaching Excellence, Defense Language Institute, USA.
- 2015           Provost's Teaching Excellence Award, Defense Language Institute, USA.
- 2013           Provost's Teaching Excellence Award, Defense Language Institute, USA.
- 2011-2012     Tuition assistance for outstanding faculty, Defense Language Institute, USA (\$12,400).
- 2010-2011     Merit Scholarship, Middlebury Institute, USA (\$4,500).
- 2010           Dean's Fellowship, Middlebury Institute, USA (\$11,000).

## **PUBLICATIONS**

(a) books

Kogan, V. (Ed.). (*in-progress*). *Games for students of linguistics*. Cascadilla Press Linguistics Titles.

(b) peer-reviewed papers

- Kogan, V., & Mora, J.C. (*under review*). L1-based perceptual individual differences in the acquisition of second language phonology: Investigating the compactness of phonetic categories. *Laboratory Phonology: Journal of the Association for Laboratory Phonology*, xx, xx-xx.
- Kogan, V. V., & Bondarenko, M., (2022). Russian and Russia through tasks for beginners: Applying task-based language teaching at a low proficiency level. In S. Nuss and W. Martelle (Eds.), *Task-Based Instruction for Teaching Russian as a Foreign Language*, 77-97. Routledge, Taylor & Francis Group.
- Bondarenko, M., & Kogan, V. (2021). Shouldn't we do more grammar? Learners' perspectives on the communicative approach in the Russian L2 classroom. *Didaktik Slawischer Sprachen*, 1, 1-11. Dataset publicly available at <https://osf.io/jp3mr/>
- Kogan, V., & Reiterer, S. M. (2021). Eros, beauty and phonaesthetic judgements of language sound. We like it flat and fast, but not melodious. Comparing phonetic and acoustic features of 16 European languages. *Frontiers in Human Neuroscience*, 15, 30.
- Nieuwland, M. S., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsthurn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2019). Dissociable effects of prediction and integration during language comprehension: Evidence from a large-scale study using brain potentials. *Philosophical Transactions of the Royal Society of London, Series B: Biological Sciences*.
- Nieuwland, M. S., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsthurn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2018). Large-scale replication study reveals a limit on probabilistic prediction in language comprehension. *eLife*, 7, e33468.
- Nieuwland, M., Politzer-Ahles, S., Heyselaar, E., Segaert, K., Darley, E., Kazanina, N., Zu Wolfsthurn, S.V.G., Bartolozzi, F., Kogan, V., ... & Mézière, D. (2017). Limits on prediction in language comprehension: A multi-lab failure to replicate evidence for probabilistic pre-activation of phonology. *bioRxiv*, 111807.

(c) other publications

- Kogan, V. V. (2022). The role of acoustic memory and phonological short-term memory in non-native perception: which memory matters more and when? In E. Kkese (Ed.), *Speech Perception and Production in L2*, 236-266. Cambridge Scholars Publishing.
- Reiterer, S. M., Kogan, V., Seither-Preisler, A., & Pesek, G. (2020). Foreign language learning motivation: Phonetic chill or Latin lover effect? Does sound structure or social stereotyping drive FLL?. *The Psychology of Learning and Motivation*, 2, 165-205.
- Kogan, V., Kapustin, S. (2020). Conquering speaking anxiety with *LinguaPolis*. In U. Nurmukhamedov, & R. Sadler (Eds.), *New Ways in Teaching with Games*. Alexandria, VA: TESOL Press.
- Kogan, V. (2017). Kickstarting a language game. *English teaching professional*, 113, 20-21.
- Kogan, V., & Mora, J. C. (2017). What language sounds good to you? Researching sources of individual differences in processing unfamiliar non-native vowel contrasts. In E. Babatsouli

(Ed.), *Proceedings of the International Symposium on Monolingual and Bilingual Speech 2017* (pp. 168-173). Chania: Institute of Monolingual and Bilingual Speech.

Kogan, V. (2016). Language-specific aptitude and the role of phonological short-term memory in second language acquisition. In *Conference proceedings. ICT for language learning* (p. 425). [libreriauniversitaria.it](http://libreriauniversitaria.it) Edizioni.

## PRESENTATIONS

### (a) invited talks

- Kogan, V. (2021). *Workshop: Gamification and foreign language learning*. Talk given at the series of virtual events for language educators, SRAS (The School of Russian and Asian Studies), USA, 8 January.
- Kogan, V. (2020). *Gamification of L2 instruction: Cognitive impact*. Talk given at the Virtual Laboratory on Cognitive Approaches to L2 Instruction, Heidelberg University, Germany, 9 July.
- Kogan, V. (2019). *Researching individual differences in first and second perception: methodology and tools*. Talk given at the graduate seminar, University of Vienna, Austria, 10 October.
- Kogan, V. (2018). *Individual differences in native perception*. Talk given at Talks in Linguistics series of events, University of Illinois in Chicago, USA, 19 November.

### (b) conference activity

- Kogan, V., Bondarenko, M. (2022). *In search of real-world language tasks: Insights from learners' language experience abroad*. Talk accepted at the 9th International Conference on Task-Based Language Teaching, Austria, 29 August.
- Kogan, V. (2022). *Perceptual vowel categories in monolinguals, bilinguals and polyglots*. Talk given at the 10th International Symposium on the Acquisition of Second Language Speech, Spain, 21 April.
- Reiterer, S., & Kogan, V. (2021). *When melody is not melody, but language is music in my ears. Phonetic chill, latin lover effect and phonesthetics revisited*. Talk given at the 46<sup>th</sup> Austrian Linguistics Conference, Austria, 9 December.
- Kogan, V. (2021). *Naïve listeners rely on acoustic memory and not phonological memory in discriminating a novel vocalic contrast*. Talk presented at the 5th International Conference Approaches to Phonology and Phonetics, Lublin, Poland, 25-27 June.
- Kogan, V. (2021). *L1-based perceptual individual differences in the acquisition of second language phonology: Investigating the compactness of native phonetic categories*. Poster presented at 4<sup>th</sup> International Conference Phonetics and Phonology in Europe, Barcelona, Spain, 21-23 June.
- Kogan, V. (2020). *The effect of first language perception on the discrimination of a non-native vowel contrast: Investigating individual differences*. Poster presented at 2<sup>nd</sup> Workshop on Speech Perception and Production, London, UK, 30 March.
- Kogan, V. (2020). *Content/project-based approaches in Russian L2 instruction at the low proficiency level: theoretical reflection and implementations*. Talk given at the American Association of Teachers of Slavic and East European Languages Conference, San Diego, USA, 6-9 February.
- Nieuwland, M.S., Barr, D.J., Bartolozzi, F., Busch-Moreno, S., Darley, E., Donaldson, D.I., Ferguson, H.J., Fu, X., Heyselaar, E., Huettig, F., Husband, E.M., Ito, A., Kazanina, N., Kogan, V., ... and Von Grebmer Zu Wolfsturn, S. (2018). *Dissociable effects of prediction and integration on the N400: Evidence from a large-scale replication study*. Talk given at the 31st Annual CUNY Human Sentence Processing Conference, Davis, CA, 15-17 March.

- Kogan, V. (2018). *Individual differences in L1 perception & their effects on discrimination of unfamiliar nonnative vowels*. Talk given at the European Second Language Association Conference, Münster, Germany, 5-8 September.
- Kogan, V. (2017). *Gamification of learning: a board game to practice conversational English*. Talk given at the European Conference on Games Based Learning, Graz, Austria, 12-13 October.
- Kogan, V. (2017). *Which language sounds good to you? Individual biases in processing unfamiliar non-native vowel contrasts*. Talk given at the International Symposium on Monolingual and Bilingual Speech, Chania, Greece, 4-7 September.
- Kogan, V. (2016). *Language-specific aptitude and the role of phonological short-term memory in second language acquisition*. Talk presented at the ICT for Language Learning International Conference, Florence, Italy, 17-18 November.
- Kogan, V. (2013). *Predisposition towards specific languages: Does the language match exist?* Talk given at the Monterey Bay Foreign Language Education Symposium, Monterey, USA, 30 March.
- Kogan, V. (2012). *The cognitive effects of positive emotions in learning*. Talk given at the Monterey Bay Foreign Language Education Symposium, Monterey, USA, 10 March.
- Kogan, V. (2012). *Vocabulary acquisition: Rapid rote vs. Mnemonic Keyword Method*. Talk given at the Defense Language Institute Peer Day Conference, Monterey, USA, 5 May.
- Kogan, V. (2012). *Vocabulary acquisition with the Total Physical Response method*. Talk given at the Defense Language Institute Peer Day Conference, Monterey, USA, 7 June.

(c) departmental talks and seminars

- Kogan, V., & Reiterer, S. (2020). *Foreign language learning motivation: Phonetic chill or Latin lover effect? Does sound structure or social stereotyping drive FLL?* Talk given at the Centre for Language and Linguistics, University of Kent, UK, 21 May.
- Kogan, V. (2019). *Phonetic talent: Can you hear the difference?* Talk given at the Doctoral Workshop on Emerging Issues in Applied Linguistics Research, University of Barcelona, Spain, 4 December.
- Kogan, V. (2019). *The effect of first language perception on the discrimination of nonnative vowel contrasts*. Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 2 October.
- Kogan, V. (2019). *Content-based syllabus*. Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V. (2019). *Corpus-driven grammar teaching*. Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 16 January.
- Kogan, V. (2018). *Collecting data with crowdsourcing acquisition platforms*. Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 5 October.
- Kogan, V. (2018). *Open architecture curriculum design*. Talk given at the Concordia Language Village teacher orientation week, Concordia College, USA, 6 November.
- Kogan, V. (2018). *Gamification of language teaching*. Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 12 June.
- Kogan, V. (2017). *Language proficiency and assessment with ACTFL standards*. Talk given at the Professional Development Week, Middlebury Institute at Monterey, USA, 13 June.
- Kogan, V. (2017). *Researching individual differences in processing unfamiliar non-native vowel contrasts. Research questions and methodology*. Talk given at the L2 Speech Research Group meeting, University of Barcelona, Spain, 6 October.
- Kogan, V. (2016). *Language-specific aptitude and phonological short-term memory*. Talk given at the Applied Linguistics Doctoral Workshop, University of Barcelona, Spain, 28 October.
- Kogan, V. (2015). *Introducing authentic multi-speaker listening materials for language training*. Talk given at the CALL workshop, Defense Language Institute, USA, 12 September.
- Kogan, V. (2015). *Teaching culture with UC Berkeley Library of Foreign Language Film Clips*. Talk given at the CALL workshop, Defense Language Institute, USA, 7 March.

- Kogan, V. (2015). *Autonomous learning: Flipped classroom*. Talk given at the CALL workshop, Defense Language Institute, USA, 21 November.
- Kogan, V. (2014). *Scenario and Task-Based Teaching*. Talk given at the Program Review Meeting, Defense Language Institute, USA, 13 September.
- Kogan, V. (2014). *Teaching with mobile applications*. Talk given at the CALL workshop, Defense Language Institute, USA, 1 July.
- Kogan, V. (2014). *Collaborative learning with online environments: Sakai*. Talk given at the CALL workshop, Defense Language Institute, USA, 16-20 January.

## TEACHING

### (a) Linguistics courses, undergraduate and \*graduate level

- \*Multilingualism and Bilingualism (Queen Mary University of London: LIN6034, LIN7034)
- Phonetics I / Sounds of English (Queen Mary University of London: LIN4212; University of Kent: LL303)
- Phonetics (University of Kent: LL8545)
- Phonology (University of Kent: LL553)
- \*English Phonetics (University of Kent: LL836)
- \*Sounds (University of Kent: LL838)
- Structure of Language / Syntax (University of Kent: LL302)
- \*Research Skills (University of Kent: LL837): significantly revised and taught

### (b) Teacher education (single-handedly developed and taught)

- Introduction to Language Learning Strategies (Defense Language Institute)
- Vocabulary Acquisition Strategies (Defense Language Institute)
- Open Architecture Curriculum Design (Concordia College)
- Gamification of teaching ((Middlebury Institute)
- Material Development for Content-based Programs/Post-textbook Classroom (Middlebury Institute)

### (c) Content-based language courses (single-handedly developed and taught)

- Contextual Understanding of Russian Culture and Society (Concordia College; iso-immersion)
- Geopolitics and History of Russia (Concordia College; iso-immersion)
- Novel Studies in Russian (Middlebury Institute; Custom Language Programs)
- Unsolved Puzzles of Russian History (Middlebury Institute; Custom Language Programs)
- Humor in the Russian Literature (Middlebury Institute; Custom Language Programs)
- Modern Slang and Jargon in Russian (Middlebury Institute; Custom Language Programs)
- English for Business (Middlebury Institute; Custom Language Programs)
- Introduction to Job-Related Skills in Russian (Defense Language Institute)
- Comprehensive Military Topics in Russian (Defense Language Institute)
- Introduction to Russian Culture (Defense Language Institute)
- History and Geography of Russia (Defense Language Institute)
- Area and Intercultural Studies in Russian (Defense Language Institute)

### (d) Language courses, undergraduate level

- Comprehension of Russian Year 1A (UCL: SERS0001)
- Use of Russian: Grammar Year 1A (UCL: SERS0002)
- Use of Russian Year 1 (UCL: SERS00005)

Use of Russian Year 4 (UCL: SERS0039)  
Russian D off-track (UCL: SERS0078)  
Intermediate Russian (University of Pittsburgh; summer program)  
Beginner Russian (Middlebury Institute; summer program)  
Intermediate Russian (Middlebury Institute; summer program)  
Elementary Russian Language I & II (Defense Language Institute)  
Elementary Russian Language Conversation (Defense Language Institute)  
Intermediate Russian Language I & II (Defense Language Institute)  
Intermediate Russian Language Conversation (Defense Language Institute)  
Advanced Russian Language I & II (Defense Language Institute)  
Advanced Russian Language Conversation (Defense Language Institute)  
Vocabulary Acquisition Strategies (Defense Language Institute)  
Intermediate English (Middlebury Institute; Custom Language Programs)

## **SUPERVISION**

### (a) MA/MSc thesis

- 2022- Maria Silva, “Phonesthetic judgments of European languages by Chinese listeners”, University of Vienna.
- 2022 Anna Winkler, “Psychological correlates of phonesthetic preferences”, University of Vienna.
- 2021 Joseph Cosgrove, “Interference hypotheses and native Korean speaker acquisition of American English phonology”, University of Kent.
- 2020 Fatime Jadallah, “The effect of second language learning experience on the production of native and non-native vowels by Hungarian learners of English”, University of Kent.
- 2020 Premyuda Pansamut, “Phonological working memory and the multilingual brain: is there an advantage in a non-word recognition test compared to monolinguals?”, University of Kent.
- 2019 Allie Wong, “American and Soviet propaganda” (written in Russian), Middlebury Institute.
- 2019 Nicole Pascoe, “Treaty on the non-proliferation of nuclear weapons? Success or failure?” (written in Russian), Middlebury Institute.

### (b) BA thesis

- 2021 Marie Valentine Gouvernet, “French-English accented speech in listening comprehension of French-English bilinguals”, Queen Mary University of London.
- 2021 Levey Lourdes Rodrigues, “The attitudes of minority cultures towards the English language”, Queen Mary University of London.
- 2021 Hannah Ayres, “The contribution of phonological short-term memory to stuttering”, University of Kent.
- 2020 Lucy Berrington, “The existence, form and use of uptalk in Kent, South-East England”, University of Kent.
- 2020 Dakarai Bonyongwe, “Production and Perception of the /d/ Phoneme in Monolingual speakers of Standard British English (BSE)”, University of Kent.



*\*nomination for the Outstanding Undergraduate Dissertation in Linguistics by the Linguistics Association of Great Britain*

## **PUBLIC ENGAGEMENT & KNOWLEDGE TRANSFER**

- 2019- Co-founder, [Cognitive Pedagogy for Language Learning group](#) for language teachers, with University of Montreal, Canada.
- 2019 Contributor, [Content-Based Instruction \(CBI\) resource](#) for language teachers, Middlebury Institute, USA.
- 2017- Contributor, [Modern English Teacher](#) magazine for non-academic community, UK.
- 2016 Event coordinator, [Bilingualism Matters research & information center for the general public](#), University of Edinburgh, UK.

## **SERVICE**

(a) to the department

- 2021-2022 Admissions lead, Queen Mary University of London.
- 2019 Student outreach and recruitment, Middlebury Institute of International Studies, USA.

(b) to the institution

- 2018-2019 Member of the Institute Committee for Davis Fellowships for Peace, Middlebury Institute.
- 2014-2015 Executive editor for *Technology Lounge Newsletter*; educational technology specialist, Defense Language Institute.

(c) to the discipline: editorial and review work

- 2021 Abstract reviewer for New Sounds 2022 Conference, University of Barcelona, Spain.
- 2020- Scientific advisor and assistant, [Virtual Laboratory on Cognitive approaches to L2 instruction](#), the Institute of Slavic Studies, Heidelberg University, Germany.
- 2019- Ad-Hoc Reviewer for *Journal of Phonetics*; *Cambridge University Press*; *Journal of Psycholinguistic Research*; *Routledge*; *Studies in Second Language Acquisition*; *Ludic Language Pedagogy Journal*.

## **PROFESSIONAL AFFILIATIONS**

- 2022 American Council of the Teachers of Foreign Languages
- 2021 Linguistic Association of Great Britain
- 2019 Association for Laboratory Phonology
- 2018 European Second Language Association
- 2017 The International Association for Task-Based Language Teaching
- 2016 Barcelona L2 Speech Research Group
- 2012 American Association of Teachers of Slavic and East European Languages